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## ABSTRACT

The information on two-way bilingual programs presented in this volume was gathered as the first phase of a study for the National Center for Research on Cultural Diversity and Second Language Learning. Two-way bilingual programs integrate language minority and language majority students and provide instruction in and through two languages. This volume updates and expands upon information identified by Lindholm in 1987. Profiles of 76 programs are provided, representing 124 schools in 13 states. The entries reflect the wide variability in descriptions of the implementation of two-way bilingual education, including two-way bilingual, developmental bilingual, bilingual immersion, double immersion, interlocking, and dual language programs. The contents of this volume are as follows: introductory narrative; list of programs by state; program descriptions by state (California, Colorado, Connecticut, District of Columbia, Florida, Illinois, Massachusetts, New York, Oregon, Pennsylvania, Texas, Virginia, and Wisconsin); index of programs by schools and school districts; and a list of abbreviations used. (LB)

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# **Two-Way Bilingual Programs in the United States**

**1991-1992**

National Center for Research on  
Cultural Diversity and Second Language Learning

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## **Preface**

The information on two-way bilingual programs presented in this volume was gathered as part of a study on "Two-Way Bilingual Education: Students Learning through Two Languages" for the National Center for Research on Cultural Diversity and Second Language Learning. This Center was funded by the Office of Educational Research and Improvement of the U.S. Department of Education to conduct research on the education of language minority students in the United States. It is operated by the University of California, Santa Cruz, through the University of California's statewide Linguistic Minority Research Project, in collaboration with a number of other institutions nationwide, including the Center for Applied Linguistics.

The Center is committed to promoting the intellectual development, literacy, and thoughtful citizenship of language minority students, and to increasing appreciation of the cultural and linguistic diversity of the American people. Research projects deal with the relationship between first and second language learning; the relationship between cultural and linguistic factors in the achievement of literacy; teaching strategies to help children from diverse linguistic and cultural backgrounds gain access to content material; alternative models of assessment for language minority students; various instructional models for language minority children; and the effect of modifications in the social organization of schools on the academic performance of students from diverse backgrounds.

The directory of programs in this volume represents the first phase of the study of two-way bilingual education being undertaken. Annual updates of the directory are planned, to add new programs and document changes in the profiles of existing programs.

This study could not exist without the cooperation of the schools and school districts reported on here. In particular, we are grateful to the representatives of programs who provided us with large amounts of information and responded to our questions and requests when we called for clarification or to check on the accuracy of our presentation. We called on individuals who had far too much to do already to give their time and energy to this effort, and we appreciate their response. We hope that they will find the results useful.

We also benefited from the assistance and consultation of a number of our colleagues who helped us design the study, contact programs, and produce the finished work. We are particularly indebted to Kathryn Lindholm, whose original work served as a model for the current effort and who advised and assisted us in every phase. Our thanks go out as well to Jon Kaiser, Deborah Short and Dick Tucker, for their contributions and ongoing support for the project. Finally, we express our gratitude to those who took an active part in producing this volume and "getting it right": Dotti Kauffman, Sonia Kundert and Omar Shabka. Their attention to the details will, we are sure, make this document much more useable and useful.

Donna Christian  
Cindy Mahrer  
Center for Applied Linguistics

March 1992

## Introduction

*The best setting for educating linguistic minority pupils--and one of the best for educating any pupil--is a school in which two languages are used without apology and where becoming proficient in both is considered a significant intellectual and cultural achievement.*

Charles L. Glenn, Principal Magazine, 1990

In a growing number of schools in the United States, students are learning together through two languages in programs which aim to develop dual language proficiency along with academic achievement. These *two-way*, or *developmental, bilingual education* programs are attracting attention as an effective way to meet the needs of language minority students who are in the process of learning English. At the same time, they provide a vehicle for English-speaking students to learn another language.

Lindholm (1987) identified 30 two-way bilingual programs in operation in 1987, from preschool through grade 12. In response to the growing interest in these programs, an update of Lindholm's directory was undertaken, to investigate the status of those 30 programs, and to identify and describe other programs which are now in existence. The program profiles which follow represent the results of that effort: 76 programs contributed information, representing 124 schools in 13 states.

It is important to emphasize that the directory reflects only those programs that became known to us and that chose to contribute information. As a result, although there was an attempt to be comprehensive, this list is not exhaustive. There are other schools using a two-way bilingual education approach, and we would hope to be able to include more of them, as well as new programs, in the annual updates of this directory that are planned.

## Two-Way Bilingual Education: The Approach

Core Features. As the entries in this directory will make very clear, there is a great deal of variability in the implementation of two-way bilingual education. Even the term used to refer to programs of this type varies widely: *two-way bilingual*, *developmental bilingual*, *bilingual immersion*, *double immersion*, *interlocking*, *dual language* are some of the labels found. A later section will comment on some of the major dimensions of difference in implementation. There are, however, certain core features which can be used to characterize, if not define, the approach.

Two-way bilingual programs integrate language minority and language majority students and provide instruction in, and through, two languages. One is the native language of the language minority students (called here the *target* language), and the second is English. These programs provide content area instruction in the target language for a significant portion of the instructional time, and provide for language development in the second language for both groups of students. In order to achieve the full benefits of two-way bilingual education, balanced numbers of students from the two language backgrounds are sought, and students are integrated for most or all of their content instruction. These programs provide an environment that promotes positive attitudes toward both languages and cultures and is supportive of full bilingual proficiency for both native and non-native speakers of English.

Typical goals for two-way bilingual programs include language, academic, and affective dimensions:

students will develop high levels of proficiency in their first language and in a second language;

students will perform at or above grade level in academic areas in both languages;

students will demonstrate positive cross-cultural attitudes and behaviors, and high levels of self-esteem.

It is important to note that this educational approach does not emphasize language development over academic and social development; the goal is balanced development in all three areas.

Rationale. The rationale for two-way bilingual education has been discussed elsewhere (Lindholm, 1987, 1990; Tucker, 1990). The approach applies many of the

recommendations that have emerged from recent research. These programs allow language minority students to develop native language skills and to progress academically while they learn English. There is considerable evidence that learning through the mother tongue for minority students has many advantages: it facilitates the development of both "basic" and "advanced" literacy (Krashen, 1991); it allows students to gain important content knowledge, that in turn will make the English they encounter more comprehensible (Krashen, 1991); and it enhances cognitive and social development (Hakuta, 1986).

Two-way bilingual programs also give English speakers an opportunity to add a second (or additional) language. It has been demonstrated that speakers of the majority language benefit from an immersion experience for language learning and do not suffer academically when instruction is via a second language (Harley, Allen, Cummins, and Swain, 1990; Genesee, 1987). Researchers and policy-makers concerned with the lack of foreign language competence in the United States also point to the advisability of beginning language instruction at an early age and designing programs that aim at high levels of proficiency (Tucker, 1986).

For both groups of students, language development is approached through content. Lambert and Tucker (1972) have suggested that a second language is best acquired by means of a content-based curriculum rather than as the object of classroom instruction. Research in English as a Second Language (ESL) instruction/learning has led to a similar conclusion--namely, ESL is best developed in a content-based curriculum (Mohan, 1986; Brinton, Snow and Wesche, 1989). In two-way bilingual programs, since academic content instruction is provided through both languages, second language development can be facilitated for all students in a content-based environment. One teacher commented: "We don't say that we teach Spanish--we say that we teach math in English and Spanish" (reported in Corral, 1991, p. 17).

From a sociocultural perspective, the role of social interaction in language development has been documented. Both first and second language acquisition are facilitated by interaction between the learners and "experts" (fluent speakers of the language). In second language learning in particular, such interaction is also central to gaining access to the culture in which the language is embedded. By integrating students from two language groups in a classroom, two-way bilingual programs can offer the advantages of such interaction. From an

institutional perspective, they provide an additive bilingual environment (Lambert, 1987) in the program design and classroom organization; from an interpersonal perspective, they offer opportunities for meaningful interactions with fluent speakers of the languages being learned and close contact with members of diverse cultural groups.

Criteria for Success. Dolson (1991) suggests:

Soundly structured bilingual immersion contains a number of fundamental elements, the most important of which are (1) a significant role for a *language other than English*; (2) a *balanced student enrollment*; and (3) *status enhancement* among students. (p. 1)

Based on an examination of research on bilingual and immersion education, Lindholm (1990) identifies a set of factors which are essential for successful two-way bilingual education. Briefly, they include the following (see Lindholm, 1990, p. 96-101 for the full set and research references):

1. Programs should provide a minimum of four to six years of bilingual instruction to participating students;
2. The focus of instruction should be the same core academic curriculum that students in other programs experience;
3. Optimal language input (input that is comprehensible, interesting, and of sufficient quantity) as well as opportunities for output should be provided to students, including quality language arts instruction in both languages;
4. The target (non-English) language should be used for instruction a minimum of 50% of the time (to a maximum of 90% in the early grades) and English should be used at least 10% of the time;
5. The program should provide an additive bilingual environment where all students have the opportunity to learn a second language while continuing to develop their native language proficiency;
6. Classrooms should include a balance of students from the target language and English backgrounds who participate in instructional activities together;
7. Positive interactions among students should be facilitated by the use of strategies such as cooperative learning; and
8. Characteristics of effective schools should be incorporated into programs, such as qualified personnel and home-school collaboration.

Programs vary in the degree to which they exhibit these features for a variety of reasons (both practical and philosophical). However, research suggests that each attribute bears a



relationship to the goals of two-way bilingual education and influences the likelihood that they will be realized.

### Information Collection and Compilation

Identification. The first step in collecting information was locating programs that use a two-way bilingual education approach. All means of reaching such programs were tapped, including listings in the earlier directory, federal government developmental bilingual education grant recipients, newsletter announcements, and so on. In most cases, suggestions of possible qualifying programs were followed up with preliminary screening phone calls to introduce the project, discuss the use of the two-way bilingual approach, and determine if there was a willingness, in principle, to participate in this project. As a result of this effort, requests were made to 114 programs to submit information in writing.

Information Collection. Information was received from 92 respondents (representing 76 programs--in some cases schools within programs responded separately). Of the 22 others who were sent requests for information, 8 were not actually using a two-way bilingual education approach, 3 had previously had such a program, but it was no longer operating, and there was no response from the remaining 11. Since participation was completely voluntary, we were not able to collect the information needed without the program's cooperation.

Information was requested from each program in the following categories:

- \* location and contact information;
- \* background: languages used, grade levels, objectives, funding, student recruitment, screening criteria (if any);
- \* program/student demographics;
- \* instructional approach/design: amount of time target language used in instruction, content areas taught in each language, student grouping practices, language of initial reading instruction, use of computers;
- \* program staff characteristics/staff development;
- \* evaluation procedures (program and student);
- \* additional commentary.



As written responses were received, they were reviewed and, if areas were unclear, a clarification was requested (usually by phone). A database was created to store the information about each program by category.

Preparation of Profiles. In order to condense the data received into a document of manageable size, we extracted a subset of the information about each program. These extracts form the basis for the program profiles which follow. Except for minor editing, the information provided by programs was reproduced verbatim. An attempt was made to capture the features of each program which would be of wider interest and use, especially for other programs. However, all of the data remain in the database for future amplification and analysis. In each case, the profile was sent to the participating program for verification of accuracy, to ensure that the transformation of the information into this format had not introduced any misrepresentations.

### Program Implementation Characteristics

Overview of Programs. The profiles of programs in this listing reflect the characteristics of two-way bilingual education as practiced in the United States, both in their commonalities and their variability. There is no need to itemize the features here, since many of the details follow. However, it may be interesting to look across programs briefly on selected parameters, by way of summary and comparison.

Table 1 presents a summary of the programs identified that participated in the study. Table 2 breaks these programs down by grade level; Table 3 by languages of instruction. These figures show that New York and California have the highest numbers of schools involved in two-way bilingual education. Nationwide, most schools with two-way bilingual programs are providing instruction in Spanish and English at the elementary school level.

**Table 1****Two-Way Bilingual Programs, January 1992**

<i>State</i>	<i>Number of Districts</i>	<i>Number of Schools</i>
California	20	38
Colorado	1	3
Connecticut	1	1
District of Columbia	1	1
Florida	2	4
Illinois	3	8
Massachusetts	5	9
New York	30	51*
Oregon	1	3
Pennsylvania	1	1
Texas	1	1
Virginia	3	3
Wisconsin	1	1
<b>TOTAL</b>	<b>69</b>	<b>124</b>

\*Includes 10 schools in planning year

**Table 2****Grade Levels Served in Two-Way Bilingual Programs**

<i>Grade Levels Served</i>	<i>Number of Schools</i>
Pre-K	2
Pre-K/K -- 5/6	96
3/4 -- 5/6	7
K/1 -- 8	4
6 -- 9	8
9 -- 12	2
Unspecified	5

**Table 3****Languages of Instruction in Two-Way Bilingual Programs**

<i>Languages of Instruction</i>	<i>Number of Schools</i>
Spanish/English	118
Cantonese/English	4
Portuguese/English	1
Haitian Creole/English	1

**Program Design Issues.** Although most programs share similar goals, as outlined above, the design choices made vary considerably. One area of difference is type of program. Some programs are neighborhood-based and only enroll students from the local neighborhood. Others are magnet schools and have open enrollment for students throughout the district. Some programs operate under a combination of these conditions; for example, they might give preference to neighborhood students, but fill openings in the program with applicants from other areas of the district. In nearly all cases, participation is voluntary and parents choose to enroll their children in the program.

The distribution of the two languages of instruction also varies from program to program. The languages are typically kept separate in one of three ways (or a combination of them):

- \* by *content area*--e.g., social studies and math are taught in Spanish, while science, art and music are taught in English;
- \* by *time*--e.g., instruction is in each language on alternate days;
- \* by *person*--e.g., one teacher uses only Cantonese and another uses only English.

Another interesting design issue is found in the amount of target (non-English) language used for instruction (a feature which interacts closely with the way in which languages are distributed). There appear to be two major patterns followed in the elementary schools (where the bulk of programs are). In one, the target language is used in the early years for nearly all of the instruction (80-90%) and English is introduced and is gradually increased as a medium of instruction until in the upper elementary grades the proportion of English instruction is roughly 50%. In these programs, the majority students have an immersion experience in the second language, while the minority students receive native language instruction with a gradual introduction of English and English-medium instruction.

According to the second pattern, the percentage of instruction in each language is roughly equal from the beginning. In other words, both English and the target language are used about 50% of the time. Many programs have English as a Second Language (ESL) and Spanish as a Second Language (SSL) or other target language instruction as well.

These two patterns are by far the most prevalent ways in which two-way bilingual programs frame the instructional program by language, at least at the elementary level. There

are a variety of program designs above the elementary school, but programs at the higher grade levels are relatively few overall (see above). //

There are many other interesting areas of variation across two-way bilingual programs participating in this study. A next step is to look across programs at the consequences of choices in all of these areas of variability, and to consider the choices in conjunction with other features such as student population characteristics, community attitudes, school district demographics, and available resources.

### Overview of the Directory

Following these introductory comments, the directory begins with a complete listing of schools included in the program profiles, grouped by school district, city, and state. This listing gives a quick overview of the programs included here, with grade levels served and target language used in each. The full profiles of programs/schools which provided information on their implementation of two-way bilingual education follow this list. They are presented alphabetically in sections by state, and within states, the profiles are grouped by city and school district. Each profile is formatted the same, for ease of comparison by category across entries. Categories were omitted in cases where no program information was available at this time. Following the profiles is an index, where references by page number can be found for any school or school district included in the directory.

Finally, a list of abbreviations used is provided. In order to condense the presentation of information in the profiles, certain frequently occurring terms were abbreviated. In addition, many programs reported information using locally recognized abbreviations. These abbreviations are explained in the last section.

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# List of Programs by State

<u>State/City</u>	<u>School</u>	<u>Grade Levels</u>	<u>Language</u>
<b>CALIFORNIA</b>			
<b>Artesia</b>			
	Elliot Elementary	K-2	Portuguese
	Niernes Elementary	K-2	Spanish
<b>Barstow</b>			
	Hinkley Elementary/Middle	1-8	Spanish
<b>Culver City</b>			
	Culver City Middle	6-7	Spanish
	Culver City High	9-12	Spanish
<b>Davis</b>			
	Birch Lane Elementary	K-3	Spanish
	North Davis Elementary	K-2	Spanish
	West Davis Intermediate	4-6	Spanish
<b>Fallbrook</b>			
	La Paloma	4-6	Spanish
	Maie Ellis	K-3	Spanish
	Fallbrook Street	K-3	Spanish
<b>Fremont</b>			
	Azevada Elementary	1-6	Spanish
	Blacow Elementary	1-6	Spanish
	Vallejo Mill Elementary	1-6	Spanish
<b>Half Moon Bay</b>			
	Alvin S. Hatch Elementary	K	Spanish
<b>Healdsburg</b>			
	Fitch Mountain	K-2	Spanish
	Foss Creek Elementary	3-5	Spanish
<b>Long Beach</b>			
	Patrick Henry Elementary	K-3	Spanish
<b>Los Angeles</b>			
	Weigand Avenue Elementary	K-2	Spanish
	Grand View Boulevard Elementary	K	Spanish

<b>State/City</b>	<b>School</b>	<b>Grade Levels</b>	<b>Language</b>
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## **CALIFORNIA, continued**

### **Oakland**

Lazear Elementary	K-6	Spanish
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### **Saddleback Valley**

Valencia Elementary	K-1	Spanish
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### **San Diego**

Lee Elementary	K-6	Spanish
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### **San Francisco**

Buena Vista Alternative Elementary	K-5	Spanish
Cleveland Elementary	K-1	Spanish
Edison Elementary	K-1	Spanish
Golden Gate Elementary	K-2	Cantonese
Wah Mei School	Pre-K	Cantonese
Yook Yau Ji Ga Daycare	Pre-K	Cantonese

### **San Jose**

Washington at River Glen Elementary	K-5	Spanish
John Muir Middle	6	Spanish

### **Santa Monica**

Edison Elementary	K-5	Spanish
John Adams Middle	6	Spanish

### **Valley Center**

Valley Center Primary	K-3	Spanish
Valley Center Elementary	3-5	Spanish
Valley Center Middle	6	Spanish

### **Windsor**

Windsor Elementary	K-5	Spanish
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### **Woodland**

Beamer Park Elementary	3-6	Spanish
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## **COLORADO**

### **Fort Lupton**

Twombly Primary	Pre-K-K	Spanish
Butler Elementary	1-4	Spanish
Fort Lupton Middle	5-6	Spanish



<b>State/City</b>	<b>School</b>	<b>Grade Levels</b>	<b>Language</b>
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## **CONNECTICUT**

### **New Haven**

Clinton Avenue Language Academy	K-4	Spanish
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## **DISTRICT OF COLUMBIA**

James F. Oyster Bilingual Elementary	Pre-K-6	Spanish
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## **FLORIDA**

### **Miami**

Caribbean Elementary	Pre-K-5	Spanish
Coral Way Bilingual Elementary	Pre-K-5	Spanish
Southside Elementary	1-5	Spanish

### **Pompano Beach**

Broadview Elementary	K-4	Spanish
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## **ILLINOIS**

### **Chicago**

Inter-American Magnet	Pre-K-8	Spanish
Sabin Magnet	K-8	Spanish
Joseph Brennenmann	K-1	Spanish
John McCutcheon	K-1	Spanish
Helen C. Peirce	K-1	Spanish
George Pullman	K-1	Spanish
Frank W. Reilly	K-1	Spanish
Irma Ruiz	K-1	Spanish

## **MASSACHUSETTS**

### **Boston**

Agassiz School	K-1	Spanish
Grover Cleveland	6-8	Spanish
Rafael Hernandez Elementary	K-8	Spanish
Joseph J. Hurley Elementary	K-2	Spanish

### **Cambridge**

Maynard School	K-5	Spanish
Kennedy School	K-5	Spanish

<b>State/City</b>	<b>School</b>	<b>Grade Levels</b>	<b>Language</b>
<b>MASSACHUSETTS, continued</b>			
<b>Framingham</b>			
	Barbieri School	K-2	Spanish
<b>Holyoke</b>			
	Magnet Middle School for the Arts	6-7	Spanish
<b>Salem</b>			
	Federal Street School	K-3	Spanish
<b>NEW YORK</b>			
<b>Bay Shore</b>			
	Brook Avenue School	K-1	Spanish
<b>Beacon</b>			
	South Avenue School	K-4	Spanish
<b>Buffalo</b>			
	Herman Badillo Bilingual Academy, #76	3-6	Spanish
<b>Jamaica</b>			
	PS #182 (CSD 28)	K-1	Spanish
<b>Long Beach</b>			
	Blackheath Elementary	Pre-K-K	Spanish
	Lido Elementary	Pre-K-K	Spanish
<b>Mt. Vernon</b>			
	Hamilton Elementary	K-4	Spanish
<b>New York City, Bronx</b>			
	PS #60 (CSD 8)	K-2	Spanish
	PS #62 (CSD 8)	K-2	Spanish
	PS #75 (CSD 8)	K-2	Spanish
	CES 88x (CSD 9)	K-2	Spanish
	PS #9 (CSD 10)	K-1	Spanish
	PS #106x, The Parkchester School (CSD 11)	1-3	Spanish
<b>New York City, Brooklyn</b>			
	PS #1 (CSD 15)	K-5	Spanish
	PS #304 (CSD 16)	K	Spanish
	CSD 17 planning	K	Haitian Creole
	CSD 17 planning	K	Spanish
	PS #13 (CSD 19)	K-2	Spanish
	PS #314, Luis Munoz Marin (CSD 20)	K	Spanish

State/City	School	Grade Levels	Language
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#### **New York City, Brooklyn, continued**

PS #322K (CSD 23)	Pre-K-1	Spanish
PS #155K (CSD 23)	K-2	Spanish
PS #274 (CSD 32)	K-2	Spanish
PS #45K (CSD 32)	K-3	Spanish

#### **New York City, Manhattan**

Louis D. Brandeis High School	9-12	Spanish
PS #19 (CSD 1)	K-3	Spanish
PS #188 (CSD 1)	K-2	Spanish
PS #1 (CSD 2)	Pre-K-K	Chinese
PS #75 (CSD 3)	K-5	Spanish
PS #84 (CSD 3)	K-6	Spanish
PS #87 (CSD 3)	K-4	Spanish
PS #144 (CSD 3)	K-3	Spanish
PS #165 (CSD 3)	K-4	Spanish
PS #191 (CSD 3)	K-3	Spanish
Dual Language Middle School (CSD 3)	6-8	Spanish
PS #7 (CSD 4) planning	K-2	Spanish
PS # 112 (CSD 4) planning	K-2	Spanish
PS #30 (CSD 5) planning	to be determined	Spanish
PS #129 (CSD 5) planning	to be determined	Spanish
PS #161 (CSD 5) planning	to be determined	Spanish
PS #194 (CSD 5) planning	to be determined	Spanish
PS #98 Discovery School (CSD 6)	K-3	Spanish
IS #136, Harriet Beecher Stowe (CSD 6)	6-7	Spanish

#### **New York City, Queens**

PS #60 (CSD 27) planning	K	Spanish
IS #53 (CSD 27) planning	6	Spanish
PS #11 (CSD 30)	K-2	Spanish
PS #149 (CSD 30)	K-2	Spanish

#### **Newburgh**

Newburgh Enlarged City School District, planning	to be determined	Spanish
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#### **Port Chester**

Thomas A. Edison	K-1	Spanish
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#### **Rochester**

PS #12, J. P. B. Duffy School	K-5	Spanish
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<b>State/City</b>	<b>School</b>	<b>Grade Levels</b>	<b>Language</b>
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## **NEW YORK, continued**

### **Syracuse**

Seymour Elementary	K	Spanish
Delaware Academy	K	Spanish

## **OREGON**

### **Salem**

Richmond Elementary	K	Spanish
Highland Elementary	K	Spanish
Bush Elementary	K	Spanish

## **PENNSYLVANIA**

### **Philadelphia**

Potter Thomas Bilingual Elementary	Pre-K-5	Spanish
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## **TEXAS**

### **Houston**

Cecile Foerster Elementary	Pre-K-K	Spanish
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## **VIRGINIA**

### **Alexandria**

John Adams Elementary	1	Spanish
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### **Arlington**

Key Elementary	K-5	Spanish
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### **Falls Church**

Bailey's Elementary	1-3	Spanish
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## **WISCONSIN**

### **Milwaukee**

La Escuela Fratney	Pre-K-5	Spanish
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**ABC Unified School District  
Artesia, California**

***Los Angeles County Bilingual Immersion Consortium\****

**School:**

Elliot Elementary School  
18415 Cortner Avenue  
Artesia, CA 90701  
213-865-5216

**Contact persons:**

Shelly Speigel Coleman &  
Chuck Acosta, Project Co-Directors  
L.A. County Office of Education  
9300 Imperial Highway, Rm 299  
Downey, CA 90242  
213-922-6469

Maria Coehlo Miller  
L. A. County Office of Education  
9300 Imperial Highway, Rm 299  
Downey, CA 90242  
213-922-6469

Kathy Neder-Olivos  
District Bilingual Specialist  
16700 South Norwalk Blvd.  
Cerritos, CA 90701  
213-926-5566 x2136

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Portuguese/English

**Grade level(s) of the program:**  
K-2

**Year program began:**  
1990-91

**Grade level increases planned:**  
The program will expand one grade level per year.

**Ethnic/racial breakdown of school:**  
23% Hispanic; 37% Portuguese; 3% Black;  
23% White; 14% Asian

**Program size:**

Grade level	# of Classes	Class size
K/1	1	28
1/2	1	31

**Criteria for selecting and accepting students:**  
Parent choice with a long term commitment

**Funding sources:**  
Title VII DBE Grant

**Recruitment procedures:**

- Brochures and letters are sent to all incoming and current English only kindergarten families
- School-site and district recruitment meetings
- Interested parents visited the Patrick Henry Elementary School program
- Posters in local libraries and businesses
- Presentations to other school-site parent councils

**Program materials available to others:**

- Brochures
- Posters

*\*Three schools in two different school districts (Long Beach Unified School District and ABC Unified School District) are involved in the Los Angeles County Bilingual Immersion Consortium. Each school has a separate entry.*

**Program objectives:**

- After one year, 90% of LEP and FEP students will score at least 19 in Spanish (SOLOM)
- At the end of the third year, 90% of EO students will demonstrate communication skills in Spanish and 90% of initially identified LEP students will demonstrate communication skills in English
- By the end of the fifth grade, with at least three years in the program, 50% of initially identified LEP, FEP, and EO students will function at/above 50th percentile in reading and math in Spanish and English
- By the end of the third year, all project students will have instruction via computers and access to other technologies in their instruction
- By the end of their second year, and each year thereafter, at least 75% of the students will score at/above the mean in self-esteem
- By the end of their second year, and each year thereafter, at least 75% of the students will (as measured by observation guides) choose classmates for selected classroom and playground activities without regard to ethnic or linguistic background and show behaviors characterized as helping or cooperative
- At least 90% of the parents of project students will be contacted by program staff and given positive information about their children's progress; at least 50% of project parents will attend conversational and/or literacy classes, cross-cultural activities, workshops, and other school activities

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Portuguese is used for instruction:**

K/1	90%
1/2	80%

**Method of separating languages for instruction:**

By teacher and by subject

**Languages used for content area subjects and electives:**

**K-2—Portuguese instruction:**  
Language Arts, Math, Science, Social Studies, Music

**K-2—English instruction:**  
P.E., Art, Music

**Language of initial reading instruction:**

**Portuguese speakers:**

Portuguese

**English speakers:**

Portuguese

**Instructional grouping:**

Students are grouped heterogenously by language and ability. Students are integrated during content instruction.

**Percent of program teachers proficient in both languages:**

100%

**Percent of program staff proficient in both languages:**

100%

**Additional program staff:**

•1 part time resource teacher

**Computer use:**

Computer use in Portuguese

**Curriculum/materials development:**

Teachers have translated Big Books into Portuguese, made Big Books from original Portuguese literature, translated "Growing Healthy" into Portuguese, and will translate software into Portuguese.

**PROGRAM EVALUATION**

**Evaluator:**

Dr. Kathryn Lindholm  
 San Jose State University  
 School of Education  
 One Washington Square  
 San Jose, CA 95192-0074  
 408-924-3911

**Evaluation components and procedures:**

*Items under assessment*  
 Portuguese proficiency

*Procedures/Instruments*  
 SOLOM

English proficiency

SOLOM

Academic achievement in Portuguese

District CRT in Portuguese

Academic achievement in English

CTBS

Self-esteem/competence

Perceived Competence Scale

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Parent Councils, school visits, classroom assistance, and language classes
- A family picnic in the park for all students to meet each other and their teachers

**Community responses to the program:**

- LEP and EO parents are very excited about the progress of students

**School Board's view of the program:**

- The school board has designated the Immersion Program a program of choice and allows any interested family to enroll

**Most important feature of the program:**

- The district resource specialist has devoted a lot of attention to program planning, recruitment and coordination of resource specialists and principals



**ABC Unified School District  
Artesia, California //**

***Los Angeles County Bilingual Immersion Consortium\****

**School:**

Niemes Elementary School  
16715 Jersey Avenue  
Artesia, CA 90701  
213-865-9586

**Contact persons:**

Shelly Speigel Coleman &  
Chuck Acosta, Project Co-Directors  
L. A. County Office of Education  
9300 Imperial Highway, Rm 299  
Downey, CA 90242  
213-922-6469

Lupe Sandoval  
Resource Teacher  
L. A. County Office of Education  
9300 Imperial Highway, Rm 299  
Downey, CA 90242  
213-922-6469

Kathy Neder-Olivos  
District Bilingual Specialist  
16700 South Norwalk Blvd.  
Cerritos, CA 90701  
213-926-5566 x2136

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1990-91

**Ethnic/racial breakdown of school:**  
43% Hispanic; 3% Black; 37% White; 17% Asian

**Criteria for selecting and accepting students:**  
Parent choice with a long term commitment

**Recruitment procedures:**

- Brochures and letters are sent to all incoming and current English only kindergarten families
- School-site and district recruitment meetings
- Interested parents visited the Patrick Henry Elementary School program
- Posters in local libraries and businesses
- Presentations to other school-site parent councils

**Grade level(s) of the program:**  
K-2

**Grade level increases planned:**  
The program will expand one grade level per year.

**Program size:**

Grade level	# of Classes	Class size
K	1	30
1/2	1	30

**Funding sources:**  
Title VII DBE Grant

**Program materials available to others:**

- Brochures
- Posters

*\*Three schools in two different school districts (Long Beach Unified School District and ABC Unified School District) are involved in the Los Angeles County Bilingual Immersion Consortium. Each school has a separate entry.*

**Program objectives:**

- After one year, 90% of LEP and FEP students will score at least 19 in Spanish (SOLOM)
- At the end of the third year, 90% of EO students will demonstrate communication skills in Spanish and 90% of initially identified LEP students will demonstrate communication skills in English
- By the end of the fifth grade, with at least three years in the program, 50% of initially identified LEP, FEP, and EO students will function at/above 50th percentile in reading and math in Spanish and English
- By the end of the third year, all project students will have instruction via computers and access to other technologies in their instruction
- By the end of their second year, and each year thereafter, at least 75% of the students will score at/above the mean in self-esteem
- By the end of their second year, and each year thereafter, at least 75% of the students will (as measured by observation guides) choose classmates for selected classroom and playground activities without regard to ethnic or linguistic background and show behaviors characterized as helping or cooperative
- At least 90% of the parents of project students will be contacted by program staff and given positive information about their children's progress; at least 50% of project parents will attend conversational and/or literacy classes, cross-cultural activities, workshops, and other school activities

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K-1	90%
1/2	90%

**Method of separating languages for instruction:**

By teacher and by subject

**Languages used for content area subjects and electives:**

**K-2—Spanish instruction:**

Language Arts, Math, Science, Music, Social Studies

**K-2—English instruction:**

Art, P.E., Music

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

Spanish

**Instructional grouping:**

Students are grouped heterogeneously by language and ability. Students are integrated during content instruction.

**Percent of program teachers proficient in both languages:**

100%

**Percent of program staff proficient in both languages:**

100%

**Additional program staff:**

•1 part time resource teacher

**Computer use:**

Computer use in Spanish

<b>PROGRAM EVALUATION</b>
---------------------------

**Evaluator:**

Dr. Kathryn Lindholm  
 San Jose State University  
 School of Education  
 One Washington Square  
 San Jose, CA 95192-0074  
 408-924-3911

**Evaluation components and procedures:***Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

*Procedures/Instruments*

SOLOM

SOLOM

Aprenda

CTBS

Perceived Competence Scale

<b>COMMUNITY SUPPORT AND VIEWPOINT</b>
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**Parent involvement:**

- Parent Councils, school visits, classroom assistance, and language classes
- A family picnic in the park for all students to meet each other and their teachers

**Community responses to the program:**

- Very positive
- Waiting list beginning to form for kindergarten

**School Board's view of the program:**

- The school board has designated the Immersion Program a program of choice and allows any interested family to enroll

**Most important feature of the program:**

- The district resource specialist has devoted a lot of attention to program planning, recruitment and coordination of resource specialists and principals

**Barstow Unified School District  
Barstow, California**

***De Colores Title VII Developmental Bilingual Education Program***

**School:**

Hinkley Elementary/Middle School  
551 South Avenue H  
Barstow, CA 92311  
619-253-5512

**Contact persons:**

Wayne R. Costa, Project Director/Principal  
Hinkley Elementary/Middle School  
551 South Avenue H  
Barstow, CA 92311  
619-253-5512

Holly Bowser  
Hinkley Elementary/Middle School  
551 South Avenue H  
Barstow, CA 92311  
619-253-5512

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
1-8

**Year program began:**  
1991

**Grade level increases planned:**  
1992-93: K

**Ethnic/racial breakdown of school:**  
66% White; 32% Hispanic; 2% Black

**Program size:**

Grade level*	# of Classes	Class size
1-4	2	30
5-8	1	30

**Criteria for selecting and accepting students:**  
Volunteer basis

**Funding sources:**  
Title VII DBE Grant .

**Recruitment procedures:**

- Advertise at all parent meetings at the school
- Personal visits to the home
- Referrals from other parents involved
- Sibling preference

**Program materials available to others:**  
• Print material upon request

\*The school is composed of two levels (or classes) in which students are grouped in grades 1-4 and 5-8.

**Program objectives:**

- To develop second language proficiency and literacy for all students
- To develop primary language for all students
- To increase academic achievement for all students
- To promote cross-cultural understanding for all students
- To increase self-esteem of all students

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

1-4	70%
5-8	50%

**Method of separating languages for instruction:**

By subject

**Languages used for content area subjects and electives:**

**1-4—Spanish instruction:**

Language Arts, Math, Science, Social Studies, Music, Literature, Art

**1-4—English instruction:**

Language Arts, P.E., Art, Literature

**5-8—Spanish instruction:**

Language Arts, Science, Core Literature

**5-8—English instruction:**

Language Arts, Math, Social Studies, Core Literature, P.E., Exploratory

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish (English for oral language development only)

**English speakers:**

Spanish (English for maintenance only)

**Instructional grouping:**

Students are grouped by grade level for certain tasks. They also work in mixed grade level groups. Groups always represent both native cultures of the classroom. Students are integrated during content instruction.

**Percent of program teachers proficient in both languages:**

100%

**Percent of program staff proficient in both languages:**

75%

**Additional program staff:**

- 1 part time and 2 full time bilingual aides
- 1 part time project director
- 1 part time lead teacher

**Computer use:**

Computers are a mainstay of our program. Windows on Science (English/Spanish); MacWrite (English/Spanish); many other programs in English.

**Curriculum/materials development:**

Rough drafts of materials are being prepared for integrated thematic units focused on brain-compatible learning environments/styles.

<b>PROGRAM EVALUATION</b>
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**Evaluator:**

Lynne Aoki  
 9691 Stanford Avenue  
 Garden Grove, CA 92641  
 714-638-7495

**Evaluation components and procedures:***Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

Cross-cultural Awareness

*Procedures/Instruments*

IPT/IDEA, Teacher observation

IPT/IDEA, Teacher observation

Content area tests, Teacher observation

Content area tests, Teacher observation

Teacher observation, Parent contacts

Teacher observation, Parent contacts

Teacher observation, Parent contacts

<b>COMMUNITY SUPPORT AND VIEWPOINT</b>
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**Parent involvement:**

- Parent Councils, school visits, classroom assistance, language classes
- Parent Council meets regularly as advisory council to Project Director and staff
- Parents frequently visit to view the program in operation—most of these are the EO parents
- Parent volunteers are used on a regular basis to assist teachers and aides

**Community responses to the program:**

- The community has been very supportive
- English only parents want their children to learn Spanish

**School Board's view of the program:**

- Unanimous support of the program

**Advice to start-up programs:**

- Keep the pre-service portion of the year
- Enroll English only students at the lowest grades

**Most important features of the program:**

- Cross-age tutoring and cooperative learning
- Computer assisted instruction
- Integrated thematic instruction
- All of the strategies in our project dovetail so well that the most important feature would be the linking of all three methods: computer technology, cooperative learning, and thematic instruction in a cross-cultural/multi-graded environment

**Culver City Unified School District  
Culver City, California**

***Developmental Bilingual Education Program***

**Schools:**

Culver City Middle School  
4601 Elenda  
Culver City, CA 90230  
213-839-4361

Culver City High School  
4401 Elenda  
Culver City, CA 90230  
213-839-4361

**Contact person:**

Joan Davis, Title VII Director  
Culver City Unified School District  
Developmental Bilingual Education Program  
4034 Irving Place  
Culver City, CA 90232-2848  
213-839-4361 x241

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
6, 7, 9-12 (mixed level/grade classes)

**Year program began:**  
1990

**Grade level increases planned:**  
The program will expand until it is a 6-12 program.

**Ethnic/racial breakdown of district:**  
32% Hispanic; 13% Black; 42% White; 12%  
Asian; <1% American Indian and Pacific Islander

**Program size:**

Grade level	# of Classes	Class size
6	1	32
7	1	32
9-12	2	70 (total)

**Criteria for selecting and accepting students:**

***Spanish speakers:***

None, but if necessary, LEP students with the least amount of English proficiency are given preference.

***English speakers:***

Students must be fluent Spanish speakers. (For twenty years, the district has had a Spanish immersion program in grades K-5.)

**Funding sources:**

Title VII DBE Grant

**Recruitment procedures:**

Program staff talks with the limited English proficient students and explains the benefits of the program.



**Program objectives:**

- To develop complete literacy and communicative competence in two languages

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

6-7	30%
9-12	30%

**Method of separating languages for instruction:**

By subject

**Languages used for content area subjects and electives:**

**6-7—Spanish instruction:**

Social Studies, Language Arts

**6—English instruction:**

Math

**7—English instruction:**

Science

**9-12—Spanish instruction:**

Language Arts, Geography

**9-12—English instruction:**

All other subjects

**Instructional grouping:**

Students are integrated during content instruction for social studies, language arts, geography, math, and science. The remainder of the day students are in the classes they elect to take.

**Percent of program teachers proficient in both languages:**

100%

**Percent of program staff proficient in both languages:**

5-10%

**Additional program staff:**

- 1 full time resource teacher
- 1 part time bilingual aide
- 1 part time counselor

**Computer use:**

Computer use in both languages. The program uses the Great Alaska Writing Machine (available in English, teachers translate it into Spanish).

**Curriculum/materials development:**

There is a grade 6 and grade 7 Social Studies and Language Arts curriculum as well as Spanish for Spanish Speakers I and II curriculum.

**PROGRAM EVALUATION**

**Evaluator:**

Dr. Kathryn Lindholm

San Jose State University

School of Education

One Washington Square

San Jose, CA 95192-0074

408-924-3911

**Evaluation components and procedures:***Items under assessment*

Spanish oral proficiency

*Procedures/Instruments*

SOLOM

English oral proficiency

SOLOM

Academic achievement in Spanish

SABE, Portfolio assessment

Academic achievement in English

CAS<sup>2</sup>**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- English-speaking parents offer support at home for the program as well as out-of-school activities
- We are developing the support of the Spanish-speaking parents

**Community responses to the program:**

- Very positive
- It is a very small school district and is in an area in which language learning is esteemed

**School Board's view of the program:**

- Advocates for Language Learning originated here and the originator was recently elected to the School Board
- Very supportive

**Advice to start-up programs:**

- Have a population which is eligible for participation in the program in sixth grade

**Most important features of the program:**

- Excellent curriculum and excellent teachers
- Curriculum specialist and counselor
- Labor intensive program

**Davis Joint Unified School District  
Davis, California**

***Davis Joint Unified School District Spanish Immersion Program***

**Schools:**

Birch Lane Elementary School  
1600 Birch Lane  
Davis, CA 95616  
916-757-5395

North Davis Elementary School  
555 East 14th Street  
Davis, CA 95616  
916-757-5475

West Davis Intermediate School  
1207 Sycamore Lane  
Davis, CA 95616  
916-757-5460

**Contact persons:**

Mary Lin Pitalo  
Director of Curriculum and Instruction Services  
526 B Street  
Davis, CA 95616  
916-757-5357

Paula Jacobs  
Bilingual Coordinator  
526 B Street  
Davis, CA 95616  
916-757-5326

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-6

**Year program began:**  
1982

**Grade level increases planned:**  
No grade level increase by year. However, the plan is to expand the course offerings in Spanish in grades 7-9.

**Ethnic/racial breakdown of district:**  
9.8% Hispanic; 3.6% Black; 76.8% White;  
8.8% Asian; 1% American Indian/Alaskan Native;  
<1% Pacific Islander

**Program size:**

Grade level	# of Classes	Class size
<i>Birch Lane Elementary:</i>		
K	1	29
K/1	1	28
1	1	31
2	2	29
3	2	30
<i>North Davis Elementary:</i>		
K	2	27
1	1	32
2	1	28
<i>West Davis Intermediate:</i>		
4	1	30
4/5	1	30
5	1	31
6	1	28

**Criteria for selecting and accepting students:**

***Spanish speakers:***

No criteria for entry into K or 1; review by appropriate school personnel for grades 2-6.

***English speakers:***

None

**Other non-native English speakers in the program:**

German, Portuguese, Chinese

**Recruitment procedures:**

- Newspaper articles
- Brochures available at each school site
- Parent information night
- Spanish Immersion Parent Association networks with community members

**Funding sources:**

District General Fund

**Program materials available to others:**

- Master Plan in update process
- Brochures

**Program objectives:**

- To develop a high level of proficiency in understanding, speaking, reading, and writing in Spanish
- To gain skills and knowledge in the content areas of the curriculum, in keeping with the district's stated objectives in these areas
- To develop positive attitudes toward those who speak a foreign language and toward their culture(s)
- To develop English language skills commensurate with expectations for each student's age and abilities

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

1	100%
2	95%
3	80%
4	75%
5-6	70%

**Method of separating languages for instruction:**

By subject except for science in grades 4, 5, and 6

**Languages used for content area subjects and electives:**

**K-4—Spanish instruction:**

All content area subjects are taught in Spanish

**2—English instruction:**

Language Arts

**3—English instruction:**

Music, Language Arts

**4—English instruction:**

Language Arts, P.E., or Music

**5-6—Spanish instruction:**

Language Arts

**5-6—English instruction:**

Language Arts

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

Spanish

**Instructional grouping:**

Students are grouped for instruction only within the classroom and at the teacher's discretion. Students are integrated during content instruction.

**Percent of program teachers proficient in both languages:**  
100%

**Percent of program staff proficient in both languages:**  
100%

**Additional program staff:**

- 1 full time 4-6 grade science resource teacher
- 4 part time bilingual aides

**Curriculum/materials development:**

The program follows district curriculum guides, but taught in Spanish.

PROGRAM EVALUATION
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**Evaluator:**

Davis Joint Unified School District Central Office  
 526 B Street  
 P.O. Box 4000  
 Davis, CA 95617

**Evaluation components and procedures:***Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Attitudes

*Procedures/Instruments*

IPT

IPT

SABE

CAT-E

Parent Survey

COMMUNITY SUPPORT AND VIEWPOINT
---------------------------------

**Parent involvement:**

- Parent Councils, school visits, and classroom assistance

**Community responses to the program:**

- Program began in 1982 as a K-1 Spanish Immersion program for English speakers. Initially, 28 children were enrolled. Currently there are 15 classes with a K-6 enrollment of 440

**School Board's view of the program:**

- Bilingual Office of Education fully funds and supports the program. It has indicated that the program will grow as per demand

**Advice to start-up programs:**

- Know the current research
- Conduct many community forums
- Continually educate the parents and induce regular program teachers as well as immersion teachers

**Most important features of the program:**

- Staff and parent commitment
- The program has emerged into a two-way program by including Spanish speakers. The transition has been a challenge for teachers previously in a strict Spanish Immersion program

**Fallbrook Union Elementary School District  
Fallbrook, California**

***Bilingual Classroom Program***

**School:**

La Paloma  
300 Heald Lane  
Fallbrook, CA 92028  
619-723-7040

**Contact person:**

Charlotte Mishler  
Title VII Resource Teacher  
FUESD  
321 North Iowa Street  
PO Box 698  
Fallbrook, CA 92028-0698  
619-723-7000

Donna Reisbeek-Stoewer  
Principal  
La Paloma  
300 Heald Lane  
Fallbrook, CA 92028  
619-723-7040

Jean Dooley  
La Paloma  
300 Heald Lane  
Fallbrook, CA 92028  
619-723-7040

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
4-6

**Year program began:**  
1975-76

**Program size:**

Grade level	# of Classes	Class size
4	2	30
5	2	30
6	2	30

**Ethnic/racial breakdown of school:**  
30% Hispanic; 70% White

**Criteria for selecting and accepting students:**

***Spanish speakers:***

If students are considered limited English speakers, they are automatically enrolled in the bilingual program.

***English speakers:***

We suggest that students who are having difficulties in academic areas in English not enroll in the program.

**Funding sources:**  
District funds

**Program materials available to others:**

- Video
- Current brochure on the bilingual program

**Recruitment procedures:**

By encouraging English speakers to learn Spanish through promotional and positive experiences

**Program objectives:**

- To assist Spanish speakers in their transition to the English language while learning basic concepts in their primary language
- To assist English only speakers with learning the Spanish language
- Students will maintain academic achievement commensurate with intellectual abilities in the primary language while acquiring English or Spanish as a second language
- Students will gain awareness and appreciation of their own culture as well as other cultures

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

4	60%
5-6	40%

**Method of separating languages for instruction:**

In fourth grade, the languages are separated primarily by teacher. In fifth and sixth grades, they are separated by subject.

**Languages used for content area subjects and electives:**

**4—Spanish instruction:**

Social Studies, Math, Science, Reading, Computers, Language, Spelling, Art, P.E., Music

**4—English instruction:**

Math, Computers, Art, P.E., Music

**5-6—Spanish instruction:**

Social Studies, Science, Math, Reading, Computers, Language, Spelling, Art, P.E., Music

**5—English instruction:**

Social Studies, Science, Math, Computers, Art, P.E., Music

**6—English instruction:**

Science, Math, Computers, Art, P.E., Music

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Students are grouped for instruction for part of the day. Non-English speakers and some limited English speakers are grouped for Spanish language arts or transitional English language arts. They are also grouped for science and social studies instruction. Hence, students are separated for language arts instruction, and in some cases, for social studies and science.

**Percent of program teachers proficient in both languages:**  
85%

**Percent of program staff proficient in both languages:**  
80%

**Additional program staff:**

- 2 full time resource teachers
- 2 bilingual aides

**Computer use:**

Materials in both languages are used in the computer lab.

**Curriculum/materials development:**

The district committee has developed curricula for the two-way classrooms. We are developing a Bilingual Master Plan.



**PROGRAM EVALUATION**

**Evaluator:**

School Bilingual Advisory Committee  
J. Mike Choate, Assistant Superintendent of Instruction  
PO Box 698  
Fallbrook, CA 92028

**Evaluation components and procedures:**

*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

*Procedures/Instruments*

LAS

LAS, Portfolios (in grades 1-3)

SABE

CTBS

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Parent Councils, school visits, and classroom assistance
- The Bilingual Parent Advisory Committee meets four times a year to receive information about the program, give input about the program, and assist in planning activities

**Community responses to the program:**

- Some people are very supportive, but many are not well informed about the program and are critical of it

**School Board's view of the program:**

- Supportive

**Advice to start-up programs:**

- Do a lot of public relations work to get started and keep it functioning

**Most important feature of the program:**

- Great teachers!

# Fallbrook Union Elementary School District Fallbrook California

## *Bilingual Classroom Program*

**School:**

Maie Ellis School  
400 West Elder  
Fallbrook, CA 92028  
619-723-7060

**Contact person:**

Charlotte Mishler, Title VII Resource Teacher  
FUESD  
321 North Iowa Street  
PO Box 698  
Fallbrook, CA 92028-0698  
619-723-7000

Roberta DeLuca, Principal  
Maie Ellis School  
400 West Elder  
Fallbrook, CA 92028  
619-723-7060

### BACKGROUND INFORMATION

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-3

**Year program began:**  
1991

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	2	30
1	1	30
2	2	29
3	1	30

**Ethnic/racial breakdown of school:**  
27% Hispanic; 73% White

**Criteria for selecting and accepting students:*****Spanish speakers:***

Placement is recommended by the Assessment Center

***English speakers:***

High achievers, enthusiastic learners, no disruptive problems, desire to learn a second language

**Funding sources:**

Title VII, General Funds, Educational Impact Aid (EIA)

**Program materials available to others:**

- Brochure
- Video

**Other non-native English speakers in the program:**  
Chinese

**Recruitment procedures:**

- Parent meetings
- Kindergarten registration

**Program objectives:**

- To assist Spanish speakers in their transition to the English language while learning basic concepts in their primary language
- To assist English only speakers with learning the Spanish language
- Students will maintain academic achievement commensurate with intellectual abilities in the primary language while acquiring English or Spanish as a second language
- Students will gain awareness and appreciation of their own culture as well as other cultures

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K-3 (Spanish dominant) 80%

K-3 (English dominant) 20%

**Method of separating languages for instruction:**

By teacher

**Languages used for content area subjects and electives:**

K—Math, Science, Language Arts, Social Studies are taught in the students' native language; ESL

1-3—Social Studies, Science, Math, Reading/Language Arts are taught in the students' native language; Music, P.E. and ESL are taught in English

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Students are grouped for instruction by their first language and are separated for content instruction.

**Percent of program teachers proficient in both languages:**

29%

**Percent of program staff proficient in both languages:**

27%

**Additional program staff:**

- 6 part time bilingual aides
- 8 part time monolingual aides
- 1 full time bilingual clerk
- 1 full time health clerk

**Computer use:**

Computer use in both languages

**Curriculum/materials development:**

The district committee has developed curricula for the two-way classrooms. We are developing a Bilingual Master Plan.

**PROGRAM EVALUATION**

**Evaluator:**

School Bilingual Advisory Committee

J. Mike Choate, Assistant Superintendent of Instruction

PO Box 698

Fallbrook, CA 92028

**Evaluation components and procedures:**

*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

*Procedures/Instruments*

LAS

LAS, Portfolios (in grades 1-3)

SABE

CTBS

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Parent Councils
- District Bilingual Advisory Council

**Community responses to the program:**

- Responses are limited but improving

**School Board's view of the program:**

- Supportive

**Advice to start-up programs:**

- Plan well
- Do the homework as far as researching
- Good community public relations

**Most important feature of the program:**

- Teacher and administrative commitment and enthusiasm

**Fallbrook Union Elementary School District  
Fallbrook California**

***Bilingual Classroom Program***

**School:**

Fallbrook Street School  
405 West Fallbrook Street  
Fallbrook, CA 92028  
619-723-7030

**Contact persons:**

Charlotte Mishler,  
Title VII Resource Teacher  
FUESD  
321 North Iowa Street  
PO Box 698  
Fallbrook, CA 92028-0698  
619-723-7000

Mary Gonzales, Assistant  
Principal  
Fallbrook Street School  
405 West Fallbrook Street  
Fallbrook, CA 92028  
619-723-7030

Angie Ventura/Laura Carpenter  
Fallbrook Street School  
405 West Fallbrook Street  
Fallbrook, CA 92028  
619-723-7030

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-3

**Year program began:**  
1982

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	2	32
1	4	31
2	2	32
3	2	31

**Ethnic/racial breakdown of school:**  
32% Hispanic; 65% White; 3% other

**Criteria for selecting and accepting students:*****Spanish speakers:***

LAS test score below level 4

***English speakers:***

Volunteers

**Funding sources:**

Title VII and district funds

**Program materials available to others:**

•Video  
•Brochure

**Recruitment procedures:**

- Newsletter, parent requests
- Open House and Back to School Night

**Program objectives:**

- To assist Spanish speakers in their transition to the English language while learning basic concepts in their primary language
- To assist English only speakers with learning the Spanish language
- Students will maintain academic achievement commensurate with intellectual abilities in the primary language while acquiring English or Spanish as a second language
- Students will gain awareness and appreciation of their own culture as well as other cultures

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**  
K-3 80%

**Method of separating languages  
for instruction:**  
By teacher and subject

**Languages used for content area subjects  
and electives:**  
*K-3—Spanish instruction:*  
Language Arts, Math, Science, Social Studies  
*K-3—English instruction:*  
Art, P.E., Music

**Language of initial reading instruction:**  
*Spanish speakers:*  
Spanish  
*English speakers:*  
English

**Instructional grouping:**  
Students are grouped for instruction by language  
dominance for core classes.

**Percent of program teachers  
proficient in both languages:**  
100%

**Percent of program staff  
proficient in both languages:**  
72%

**Additional program staff:**  
•2 full time resource teachers  
•6 part time bilingual aides  
•1 bilingual clerk

**Computer use:**  
Computer use in both languages

**Curriculum/materials development:**  
The district committee has developed curricula for  
the two-way classrooms.

**PROGRAM EVALUATION**

**Evaluator:**  
School Bilingual Advisory Committee  
J. Mike Choae, Assistant Superintendent of Instruction  
PO Box 698  
Fallbrook, CA 92028

**Evaluation components and procedures:**

*Items under assessment*

*Procedures/Instruments*

Spanish proficiency

LAS

English proficiency

LAS

Academic achievement in Spanish

SADE

Academic achievement in English

CTBS

Self-esteem/confidence

Teacher-made tests, "Here's Looking at You—The 2000 Program"

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Parent Councils and classroom assistance
- Monthly Family Literacy meetings for Spanish-speaking parents

**Community responses to the program:**

- Mostly positive

**School Board's view of the program:**

- Supportive

**Advice to start-up programs:**

- Be sure to have district level support, community involvement, sufficient bilingual personnel, a definite plan, and lots of public relations

**Most important feature of the program:**

- Positive, qualified teachers



**Fremont Unified School District  
Fremont, California**

***DOBLE (Developing Opportunities for Bilingual Literacy and Education)***

**Schools:**

Azevada Elementary School  
39450 Royal Palms Drive  
Fremont, CA 94538  
510-657-3900

Blacow Elementary School  
40404 Sundale Drive  
Fremont, CA 94538  
510-656-5121

Vallejo Mill Elementary School  
38569 Canyon Heights Drive  
Fremont, CA 94356  
510-793-1441

**Contact person:**

Carmen Melendez, Director of Programs for LEP Students  
Office of Bilingual and ESL Services  
Fremont Unified School District  
4210 Technology Drive  
Fremont, CA 94537-5008  
510-659-2531

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
1-6

**Year program began:**  
1991

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	3	30
1	3	30
2	3	30
3	2 1/2	30
4	2 1/2	30
5	2 1/2	30
6	2 1/2	30

**Ethnic/racial breakdown of school:**

**Azevada:** 22.41% Hispanic; 4.24% Black;  
64.18% White; 8.32% Asian; <1% Pacific  
Islander; <1% American Indian  
**Blacow:** 28.57% Hispanic; 4.02% Black;  
57.8% White; 9.01% Asian; <1% Pacific Islander;  
<1% American Indian

**Vallejo Mill:** 25.30% Hispanic; 1.89% Black;  
58.06% White; 12.55% Asian; 1.79% Pacific  
Islander; <1% American Indian

**Funding sources:**

District funding; Title VII DBE Grant

**Criteria for selecting and accepting students:****Spanish speakers:**

First-come, first-served

**English speakers:**

First priority to those students who are in the attendance area and have siblings in the program; second priority is parental commitment to the program.

**Program materials available to others:**

•Literature guide

**Recruitment procedures:**

- School Newsletter
- Orientation night
- Informational meetings
- Brochure

**Program objectives:**

- Fluency and literacy in two languages
- Full academic achievement
- Cultural appreciation
- Positive attitudes and self-esteem

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K-1	75%
2	60%
3-6	25%

The goal is to have 50%:50%.

**Method of separating languages for instruction:**

Primary and second language instruction occurs at the same time (teacher and aide); whole group instruction using sheltered techniques.

**Languages used for content area subjects and electives:**

**English instruction:**

Language Arts (Reading/ESL), Math, Computer Lab, Library, Math Lab, P.E.

**Spanish instruction:**

Language Arts, Social Sciences, The Arts, Computer Lab, Library, Math Lab, P.E.

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Students are grouped for language arts instruction but integrated for science and social studies.

**Percent of program teachers proficient in both languages:**

100%

**Percent of program staff proficient in both languages:**

90%

**Additional program staff:**

- 1 full time resource teacher
- 13 part time bilingual aides

**Computer use:**

Computer use in English for science and math; word processing in both languages

**Curriculum/materials development:**

Program staff is in the process of developing four thematic units that will be used school-wide.

**PROGRAM EVALUATION**

**Evaluator:**

Skip Herbert, Ph.D.  
CHECpoint Systems, Inc.  
1520 North Waterman Ave.  
San Bernardino, CA 92404  
800-635-1235  
714-888-3296

**Evaluation components and procedures:**

*Items under assessment*

*Procedures/Instruments*

Spanish proficiency

IDEA, BINL

English proficiency

IDEA, BINL

Academic achievement in Spanish

SABE

Academic achievement in English

CTBS

Self-esteem/competence

District inventory, Child journal entries

Attitudes

District inventory, Child journal entries

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Parent Councils, school visits, classroom assistance, and language classes
- Strong advisory committee to raise funds
- Parent volunteers
- Outreach program to parents to bring families into the classroom
- Home study guide and lending library for parents who cannot come to school, so parents can help students with their homework and education

**Community responses to the program:**

- It is a well respected program
- Both the Spanish-speaking and English-speaking parents think it is wonderful. However, some parents in the school and community who do not have children in the program do not understand or appreciate it

**School Board's view of the program:**

- Supportive

**Advice to start-up programs:**

- No one should attempt a developmental program (under Title VII guidelines) without having a bilingual program in place, with fully trained personnel and a clearly defined program mission
- The program should be defined for teachers, personnel, parents, and the community at large
- The program needs to be based on needs and be responsive to those needs
- The community and the schools need to work together

**Most important features of the program:**

- Community, teachers, and administration
- Consistent instruction
- A commitment to deliver bilingual education

**Cabrillo Unified School District  
Half Moon Bay, California**

***Two-Way Bilingual Education Program, Alvin S. Hatch Elementary School***

**School:**

Alvin S. Hatch Elementary School  
490 Miramontes  
Half Moon Bay, CA 94019  
415-712-7160

**Contact person:**

Gary D. Reeves, Principal  
Alvin S. Hatch Elementary School  
490 Miramontes  
Half Moon Bay, CA 94019  
415-712-7160

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1991

**Ethnic/racial breakdown of school:**  
40% Hispanic; 45% White; 10% Portuguese;  
5% Other

**Recruitment procedures:**  
Voluntary and by parent request. At the kindergarten registration, information was given to parents and two orientations sessions (one in English and one in Spanish) were held.

**Grade level(s) of the program:**  
K

**Grade level increases planned:**  
The program will expand one grade level per year until grade 5. The long range goal is K-12.

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	1	29

**Funding sources:**  
Not funded—non-dependent on funding

**Program objectives:**

- Students will be fluent in two languages
- Students will have multicultural appreciation
- Students will have achievement skills at or above those in the normal program.

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K 90%

Each year 10% English will be added so that by upper grade levels instruction will be 50%:50%

**Method of separating languages for instruction:**

By subject

**Languages used for content area subjects and electives:**

Science is taught in English. All other content areas are taught in Spanish.

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

Spanish

**Instructional grouping:**

Spanish dominant and English dominant students are integrated during content instruction.

**Percent of program teachers proficient in both languages:**

100%

**Percent of program staff proficient in both languages:**

100%

**PROGRAM EVALUATION**

**Evaluator:**

Will be done internally

**Evaluation components and procedures:**

*Items under assessment*

Spanish proficiency

Academic achievement in Spanish

*Procedures/Instruments*

IPT

SABE

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Parent Councils and classroom assistance

**Community responses to the program:**

- Very positive and receptive
- Articulate parents advocated the implementation of the program

**School Board's view of the program:**

- Very supportive and enthusiastic

**Advice to start-up programs:**

- Make connections with a program which already exists

**Most important feature of the program:**

- Quality of the teacher delivering the program — enthusiasm, strengths, good teaching skills, love for the students, and commitment

**Healdsburg Union School District  
Healdsburg, California**

***Bilingual Immersion Program***

**Schools:**

Fitch Mountain School  
565 Sanns Lane  
Healdsburg, CA 95448  
707-431-3435

Foss Creek Elementary  
1577 Healdsburg Avenue  
Healdsburg, CA 95448  
707-431-3492

**Contact persons:**

Ruta Krusa  
Supervisor of Bilingual Education  
925 University Street  
Healdsburg, CA 95448  
707-431-3480

Loretta Peterson Strong  
Director of Personnel/Instruction  
925 University Street  
Healdsburg, CA 95448  
707-431-3480

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
Fitch Mountain: K-2  
Foss Creek: 3-5

**Year program began:**  
1986

**Ethnic/racial breakdown of schools:**  
30% Hispanic; 70% White

**Program size:**

Grade level	# of classes	Class size
<i>Fitch Mountain:</i>		
K	1	25
1	1	29
2	1	28
<i>Foss Creek:</i>		
3	1	24
4	1	31
5	1	27

**Criteria for selecting and accepting students:**

***Spanish speakers:***

Parent request

***English speakers:***

First come-first served; siblings of program participants get preference

**Funding sources:**  
District funds

**Recruitment procedures:**

- Kindergarten enrollment meetings
- Printed material
- Active parent Advocates for Language Learning group

**Program materials available to others:**  
•Information sheet



**Program objectives:**

- Bilingualism, Spanish acquisition for English only students
- Bilingualism, English acquisition for limited English proficient students
- Academic achievement for all students
- Biculturalism

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K-1	90%
2-3	80%
4	60%
5-6	50%

**Method of separating languages for instruction:**

K-3: by teacher; 4-6: by subject

**Languages used for content area subjects and electives:**

**K-3—Spanish instruction:**

Social Studies, Math, Science, P.E., Language Arts, Music

**K-1—English instruction:**

Language Arts

**2-3—English instruction:**

Language Arts, Music

**4-5—Spanish instruction:**

Math, Science, Language Arts, Music

**4—English instruction:**

Social Studies, P.E., Language Arts, Music

**5—English instruction:**

Social Studies, Math, Science, Language Arts, Music

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

Spanish

**Instructional grouping:**

Students are grouped heterogeneously and are integrated during content instruction

**Percent of program teachers proficient in both languages:**

100%

**Percent of program staff proficient in both languages:**

100%

**Additional program staff:**

- 1 part time resource teacher
- 6 part time bilingual aides

**Computer use:**

Computer use in both languages—language arts, math

**Curriculum/materials development:**

Teachers have developed social studies units. For language arts they have developed process writing materials—units, and activity sheets.

<b>PROGRAM EVALUATION</b>
---------------------------

**Evaluator:**

James D. Nivette, Ph.D.  
P.O. Box 2646  
Carmel, CA 93921  
408-648-4334

**Evaluation components and procedures:***Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

*Procedures/Instruments*

BSM I &amp; II, CTBS, SABE

BSM I &amp; II, CTBS

SABE

CTBS

<b>COMMUNITY SUPPORT AND VIEWPOINT</b>
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**Parent involvement:**

- Parent Councils, school visits, classroom assistance, and language classes
- English-speaking parents are extremely active in the school, classroom, and Advocates for Language Learning
- Spanish-speaking parents participate in Project Even Start–Literacy Classes, parent advisory meetings, and the home-study program

**Community responses to the program:**

- Mixed—those who favor second language acquisition and immersion structure love it; those who don't are negative

**School Board's view of the program:**

Cautious—have supported program strongly and are waiting for final outcomes at end of grade 6

**Advice to start-up programs:**

- Much communication and groundwork must be done prior to starting, including the non-bilingual staff and a wide parent base
- Long-term planning for staffing must be in place before starting
- Continuous communication and efforts to integrate immersion into overall school configuration

**Most important features of the program:**

- Excellent teachers and strong parent support
- Team teaching
- Integrated, heterogeneous instruction

**Long Beach Unified School District  
Long Beach, California**

***Los Angeles County Bilingual Immersion Consortium\****

**School:**

Patrick Henry Elementary School  
3720 Canehill Avenue  
Long Beach, CA 90808  
213-421-3754

**Contact persons:**

Shelly Speigel Coleman and Chuck Acosta  
Project Co-Directors  
Los Angeles County Office of Education  
9300 Imperial Highway, Room 299  
Downey, CA 90242  
213-922-6469

Myrna Almas  
Los Angeles County Office of Education  
9300 Imperial Highway, Room 299  
Downey, CA 90242  
213-496-0951

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-3

**Year program began:**  
1989

**Grade level increases planned:**  
The program will increase one grade level per year.

**Ethnic/racial breakdown of school:**  
48.6% Hispanic; 7.4% Black; 34.7% White;  
7.7% Asian; <1% American Indian

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	1	30
1	1	28
2	1	30
3	1	28

**Criteria for selecting and accepting students:*****Spanish speakers:***

Students are assessed at an assignment center;  
parent choice and a long term commitment

***English speakers:***

Parent choice and a long term commitment

**Funding sources:**

Title VII DBE Grant

**Recruitment procedures:**

- First priority goes to siblings
- District magnet brochure and program brochure
- Word of mouth
- Prospective parents come and tour the classrooms, meet with the resource teacher, and take home a brochure and information packet

**Program materials available to others:**

- Converting a sound slide show into a video next year (English/Spanish/Portuguese)
- Brochures

*\*Three schools in two different school districts (Long Beach Unified School District and ABC Unified School District) are involved in the Los Angeles County Bilingual Immersion Consortium. Each school has a separate entry.*

**Program objectives:**

- After one year, 90% of LEP and FEP students will score at least 19 in Spanish (SOLOM)
- At the end of the third year, 90% of EO students will demonstrate communication skills in Spanish and 90% of initially identified LEP students will demonstrate communication skills in English
- By the end of the fifth grade, with at least three years in the program, 50% of initially identified LEP, FEP, and EO students will function at/above 50th percentile in reading and math in Spanish and English
- By the end of the third year, all project students will have instruction via computers and access to other technologies in their instruction
- By the end of their second year, and each year thereafter, at least 75% of the students will score at/above the mean in self-esteem
- By the end of their second year, and each year thereafter, at least 75% of the students will (as measured by observation guides) choose classmates for selected classroom and playground activities without regard to ethnic or linguistic background and show behaviors characterized as helping or cooperative
- At least 90% of the parents of project students will be contacted by program staff and given positive information about their children's progress; at least 50% of project parents will attend conversational and/or literacy classes, cross-cultural activities, workshops, and other school activities

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K-1	90%
2-3	80%

**Method of separating languages for instruction:**

By teacher and by subject

**Languages used for content area subjects and electives:**

**K-3—Spanish instruction:**

Spanish Language Arts, Social Studies, Math, Science, P.E., Music, Art

**K-3—English instruction:**

Music, English Language Arts

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

Spanish

**Instructional grouping:**

Students are grouped heterogeneously by language and ability. Students are integrated during content instruction.

**Percent of program teachers proficient in both languages:**

100%

**Percent of program staff proficient in both languages:**

100%

**Additional program staff:**

- 1 full time resource teacher
- 4 full and part time bilingual aides

**Computer use:**

EZ Logo—Spanish; Magic Slate—Spanish; Create a Story—Spanish; Create a Monster—Spanish; Cheep Paint—Spanish

<b>PROGRAM EVALUATION</b>
---------------------------

**Evaluator:**

Dr. Kathryn Lindholm  
 San Jose State University  
 School of Education  
 One Washington Square  
 San Jose, CA 95192-0074  
 408-924-3911

**Evaluation components and procedures:***Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

*Procedures/Instruments*

Teacher observation, SOLOM

Teacher observation, SOLOM

Norm referenced test, SABE

Norm referenced test, MAT

Perceived Competence Scale

<b>COMMUNITY SUPPORT AND VIEWPOINT</b>
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**Parent involvement:**

- Monthly Parent Councils, school visits, language classes, summer program, and yearly picnic
- Parents are involved in making things for the classroom
- Participate in phone tree

**Community responses to the program:**

- Very positive
- The Patrick Henry School is located in a middle class community and 80% of all the students are bused in
- Immersion parents are involved in all aspects of the school program
- The PTA president, vice president, and treasurer are parents of students in the Immersion program

**School Board's view of the program:**

- A presentation of the slide show was presented to the Board of Education and it was favorably received
- It is designated as one of the model bilingual program designs for the district

**Advice to start-up programs:**

- Try to begin with two classes at the same grade level or at least two classes on the same campus

**Most important features of the program:**

- Supportive principal and resource teacher
- Qualified teachers
- Active parents

**Los Angeles Unified School District  
Los Angeles, California**

***Bilingual Immersion Program***

**Schools:**

Weigand Avenue School  
10401 Weigand Avenue  
Los Angeles, CA 90002  
213-567-9606

Grand View Boulevard School  
3951 Grand View Boulevard  
Los Angeles, CA 90066  
213-390-3618

**Contact person:**

Geraldine Herrera, Project Director  
1320 West Third Street, Room 131  
Los Angeles, CA 90017  
213-625-4097

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-2

**Year program began:**  
1990-91

**Grade level increases planned:**  
*Weigand:* *Grand View Blvd.:*  
1992-93: K-3      1992-93: K-2  
1993-94: K-4      1993-94: K-3

**Ethnic/racial breakdown of schools:**  
*Weigand Ave:* 77% Hispanic; 23% Black  
*Grand View Blvd.:* 70% Hispanic; 8% Black;  
19% White; 2% Asian; 1% American Indian

**Program size:**

Grade level	# of classes	Class size
<i>Weigand:</i>		
K	1	22
1	1	27
2	1	27
<i>Grand View Blvd.:</i>		
K a.m.	1	27
K p.m.	1	27

**Criteria for selecting and accepting students:**  
Voluntary basis, parental consent

**Recruitment procedures:**  
Parent meetings, flyers, video (in progress),  
newsletters, referrals by parents or others,  
newspapers

**Funding sources:**  
Title VII DBE Grant

**Program materials available to others:**  
•Program flyer  
•PR packet

**Program objectives:**

- Language minority and majority students will develop high levels of communicative and academic second language proficiency
- Language minority and majority students will maintain and develop primary language skills comparable to, or surpassing, the achievement of students in other programs
- Language minority and majority students will develop average to superior progress in achieving the objectives of the district's elementary school curriculum
- Language minority and majority students will develop positive attitudes and a psycho-social understanding towards the language, culture, and people of their group and other groups

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K-1	90%
2	80%
3	75% (planned)
4	50% (planned)

**Method of separating languages for instruction:**

Team teaching approaches (different teachers)

**Language used for content area subjects and electives:**

**K-2—Spanish instruction:**

Language Arts, Math, Social Studies, Science/Health, Art, Music, P.E.

**K-2—English instruction:**

ESL (LEP), Oral Language (FEP/EO)

**3—Spanish instruction: (planned)**

Language Arts, Math, Social Studies, Science/Health, Art, Music, P.E.

**3—English instruction: (planned)**

Language Arts

**4—Spanish instruction: (planned)**

Language Arts, Social Studies, Science/Health, Math, Art, Music, P.E. (subjects alternate)

**4—English instruction: (planned)**

Language Arts, Art, Music, P.E. Math, Social Studies, Science/Health (subjects alternate)

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

Spanish

**Instructional grouping:**

Students from both language backgrounds are integrated during content instruction.

Heterogeneous grouping for large or small group instruction.

**Percent of program teachers proficient in both languages:**

*Wiegand Avenue:* 100%

*Grand View Blvd.:* 100%

**Percent of program staff proficient in both languages:**

*Wiegand Avenue:* 50%

*Grand View:* 20%

**Additional program staff:**

•1 full time resource teacher

•1 part time bilingual aide for every teacher

**Computer use:**

Very limited use of computers in both languages.



<b>PROGRAM EVALUATION</b>
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**Evaluator:**

Dr. Kathryn Lindholm  
 San Jose State University  
 One Washington Square  
 San Jose, CA 95192-0024  
 408-924-3711

**Evaluation components and procedures:***Items under assessment*

Spanish oral proficiency

English oral proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

Authentic assessments

*Procedures/Instruments*

SOLOM

SOLOM

APRENDA

CTBS

Questionnaire

Questionnaire

Portfolios, Interactive Journals, Anecdotal  
 Records, Reading Questionnaires

<b>COMMUNITY SUPPORT AND VIEWPOINT</b>
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**Parent Involvement:**

- Parent Councils, school visits, classroom assistance, conference attendance
- Parent Education Program, Parent Resource Library Committee, Parent Advisory Council
- Volunteer Program, Home/School Collaboration

**Community responses to the program:**

- Parents are extremely supportive of the program and agree with program goals and objectives

**School Board's view of the program:**

- Very supportive and in favor of expanding the program in the future
- The Board passed a motion in 1991 to make every child in the district bilingual by the year 2000

**Advice to start-up programs:**

- Maintain high expectations for all students
- Provide a quality staff development program
- Accept long term commitment to developing the program
- Involve parent groups

**Most important features of the program:**

- Committed and dedicated principals and teachers
- A quality staff development program
- Monitoring and technical assistance to schools
- Support from the district office

**Oakland Unified School District  
Oakland, California**

***Spanish Language Immersion Program***

**School:**

Lazear Elementary School  
24 29th Avenue  
Oakland, CA 94601  
415-532-3521

**Contact person:**

Yolande Carrillo-Ross, Principal  
Lazear Elementary School  
24 29th Avenue  
Oakland, CA 94601  
415-532-3521

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-6

**Year program began:**  
1985

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	1	29
1	2	30
2	1	31
3	1	31
3/4	1	32
5	1	31
6	1	32

**Ethnic/racial breakdown of school:**  
75% Hispanic; 10% Black; 5% Asian; 10% Other

**Criteria for selecting and accepting students:**

***Spanish speakers:***

Community students are served

***English speakers:***

Parental request; students must be enrolled in the program at kindergarten or first grade to participate

**Funding sources:**

Title VII

**Recruitment procedures:**

District advertising

**Program materials available to others:**

•Pamphlet

**Program objectives:**

- To develop literacy skills in both languages
- To be proficient in both languages

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K-1	85%
2-3	50%
4-6	20%

**Method of separating languages for instruction:**

K-1: by teacher; 2-6: by subject

**Languages used for content area subjects and electives:**

**K-3**—All subjects except science are taught in Spanish

**4-6**—All subjects except reading are taught in English

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

Spanish and English

**Instructional grouping:**

Students are integrated for content area instruction. They receive science in English but are not separated.

**Percent of program teachers proficient in both languages:**

87%

**Percent of program staff proficient in both languages:**

80%

**Additional program staff:**

- 4 bilingual aides
- 2 monolingual English aides
- 1 part time ESL instructor

**Computer use:**

Computer use in both languages

**Curriculum/materials development:**

Teachers have developed Spanish literature units.

**PROGRAM EVALUATION**

**Evaluator:**

Dr. Kathryn Lindholm

San Jose State University

School of Education

One Washington Square

San Jose, CA 95192-0074

408-924-3911

**Evaluation components and procedures:**

*Items under assessment*

*Procedures/Instruments*

Spanish proficiency

La Prueba

English proficiency

SOLOM

Academic achievement in Spanish

La Prueba

Academic achievement in English

CTBS

Self-esteem/competence

Informal teacher assessment

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Parent Councils and classroom assistance
- Monthly meetings for parents and training sessions for parents in both programs

**Community responses to the program:**

- Parents want their children in the program
- Students in the program rarely transfer out
- There is now a waiting list

**School Board's view of the program:**

- Supportive

**Advice to start-up programs:**

- Organize thoroughly in terms of scheduling and planning
- Consider such things as where you will place teachers
- Look at the content areas and determine the amount of English language proficiency that is needed

**Most important features of the program:**

- Teachers who are proficient in both languages
- Language role models

**Saddleback Valley Unified School District  
Saddleback Valley, California**

***Bilingual Immersion Program***

**School:**

Valencia Elementary  
2566 Paseo de Valencia  
Laguna Hills, CA 92653  
714-830-3650

**Contact persons:**

María S. Quezada, Bilingual Coordinator  
25631 Diseño Drive  
Mission Viejo, CA 92691  
714-455-7347

Nancy Nichols  
25631 Diseño Drive  
Mission Viejo, CA 92691  
714-455-7348

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-1

**Year program began:**  
1990-91 (planning year)

**Grade level increases planned:**  
1992-93: K-2  
1993-94: K-3

**Ethnic/racial breakdown of school:**  
5.3% Hispanic; <1% Black; 84% White;  
9.5% Asian; <1% Other

**Program size:**

Grade level	# of classes	Class size
K	1	30
1	1	28

**Criteria for selecting and accepting students:**

**Spanish speakers:**

Readiness Inventory and Idea Oral Proficiency Test

**English speakers:**

Readiness Inventory

**Funding sources:**

Title VII DBE Grant, state, and local funding

**Program materials available to others:**

•Program disseminates print material

**Recruitment procedures:**

- Parent meetings
- Newspaper articles
- Contacts with pre-schools in the area

**Program objectives:**

- To develop biliteracy skills for Spanish-only and English-only students
- To maintain academic achievement
- To promote cross-cultural understanding

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**  
K-1                      90%

**Instructional grouping:**  
Cooperative groups; students are integrated during  
content instruction.

**Method of separating languages  
for instruction:**  
By teacher

**Percent of program teachers  
proficient in both languages:**  
100%

**Languages used for content area subjects  
and electives:**  
**K-1—Spanish instruction:**  
Language Arts, Social Studies, Math, Science,  
Health, P.E., Music  
**K-1—English instruction:**  
Language Arts, P.E., Music

**Percent of program staff  
proficient in both languages:**  
10%

**Additional program staff:**  
•1 full time resource teacher  
•2 part time bilingual aides

**Language of initial reading instruction:**  
**Spanish speakers:**  
Spanish  
**English speakers:**  
Spanish (English Literature activities)

**Curriculum/materials development:**  
The staff will be developing thematic units.

**PROGRAM EVALUATION**

**Evaluator:**  
Dr. Kathryn Lindholm  
School of Education  
San Jose State University  
One Washington Square  
San Jose, CA 95192-0074  
(408)-924-3752

**Evaluation components and procedures:**

*Items under assessment*

*Procedures/Instruments*

Spanish proficiency

IPT, SOLOM

English proficiency

IPT, SOLOM

Academic achievement in Spanish

SABE

Academic achievement in English

CTBS

Attitudes

Rating scales, Observation form

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Parent Councils, school visits, classroom assistance, and language classes
- A chapter of Advocates for Language Learning has been started by the parents

**Community responses to the program:**

- Very positive for a new program for our district

**School Board's view of the program:**

- Promotes bilingualism

**Advice to start-up programs:**

- Important recruitment strategies

**Most important feature of the program:**

- Students are immersed in English and Spanish and are becoming biliterate

**San Diego City Schools  
San Diego, California**

***Two-Way (Developmental) Bilingual Education Program***

**School:**

Lee Elementary  
6196 Childs Avenue  
Paradise Hills, CA 92139  
619-475-2020

**Contact person:**

Tim Allen  
Instructional Team Leader, Second Language Education  
Stevenson Administrative Center, Room 15  
4520 Pocahontas Avenue  
San Diego, CA 92117-3710  
619-483-4980

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1975

**Ethnic/racial breakdown of school:**  
50% Hispanic; 10% Black; 20% White;  
20% Asian

**Criteria for selecting and accepting students:**

There are no criteria for selecting students. Parents place their students in the program voluntarily.

**Recruitment procedures:**

Only kindergarten students are actively recruited. Letters to parents are sent home in early spring. Informational flyers are sent to neighborhood preschools.

**Grade level(s) of the program:**  
K-6

**Grade level increases planned:**  
This program has its continuation at Correia Junior High, the Academy for Bilingual Studies

**Program size:**

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K/1	1	30
2/3	1	30
4/5	1	30
5/6	1	30

**Funding sources:**  
District funds

**Program materials available to others:**  
•Brochures



## Program objectives:

- Students will become equally proficient in both Spanish and English
- Students will demonstrate systematic achievement in all subject areas
- Students will develop positive concepts regarding self, family, friends, and community
- Students will develop an increased understanding of the culture of the language they are learning

## INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

### Percent of time Spanish is used for instruction:

K-3	90%
4-6	50%

### Method of separating languages for instruction:

K-3: There are separate language models, i.e., a Spanish teacher and an English teacher; 4-6: There are self-contained classrooms with languages separated by subject

### Languages used for content area subjects and electives:

#### K-3—Spanish instruction:

Social Studies, Math, Science, P.E., Music, Art

#### K-3—English instruction:

LEP students receive English Language Development; formal English Language Arts begins in third grade

#### 4-6—Spanish instruction:

Social Studies, Math, Science, P.E., Music, Art

#### 4-6—English instruction:

Social Studies, Math, Science, P.E., Music, Art

### Language of initial reading instruction:

#### Spanish speakers:

Spanish

#### English speakers

Spanish

### Instructional grouping:

Students are grouped heterogeneously when flexible groupings are necessary. Students are integrated during content instruction.

### Percent of program teachers proficient in both languages:

100%

### Percent of program staff proficient in both languages:

20%

### Additional program staff:

- 1 full time resource teacher
- 12 part time bilingual aides
- 1 part time basic skills/ESL teacher

### Curriculum/materials development:

The program adapts district curricula into Spanish.

## PROGRAM EVALUATION

The program is not currently being evaluated.

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Parent Councils and classroom assistance
- School site provides Family Math in Spanish

**Community responses to the program:**

- Generally positive and supportive

**School Board's view of the program:**

- Very favorable

**Most important features of the program:**

- On site administrative support
- Dedication of the teachers

**San Francisco Unified School District  
San Francisco, California**

***Buena Vista Alternative Elementary School Spanish Immersion Program***

**School:**

Buena Vista Alternative Elementary School  
2641 25th Street  
San Francisco, CA 94110  
415-695-5875

**Contact person:**

Linda Luévano, Principal  
Buena Vista Alternative Elementary School  
2641 25th Street  
San Francisco, CA 94110

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1983

**Ethnic/racial breakdown of school:**  
40% Hispanic; 7% Black; 39% White; 3% Asian;  
10% Other Non-White

**Criteria for selecting and accepting students:**

***Spanish speakers:***

1/3—District consent decree requirements state that no school can have more than 40% of one ethnic group represented at any one school site.

***English speakers:***

2/3—After mid first grade, they use an informal assessment, parent interview, and reading skills measures.

**Recruitment procedures:**

- Presentations to targeted parent groups of pre-K and day care centers (language/ethnic minority children) in the city
- Information booths at a variety of community sponsored recruitment events

**Grade level(s) of the program:**  
K-5

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	2	29
1	2	30
2	2	30
3	2	26
4	2	24
5	2	27

**Funding sources:**

District funds; parent fund-raising

**Program materials available to others:**

- Video: *Challenges and Opportunities: Immersion Education in San Francisco* (1990)
- Manual: *Challenges and Opportunities: Immersion Education in San Francisco*
- Program brochure
- Slide show (recruitment) for kindergarten parents about Buena Vista

**Program objectives:**

- Full development of English skills for all students in program
- Students will achieve native-like fluency and literacy in Spanish as compared to native Spanish proficiency levels in a Latin American schooling situation
- Students will achieve age- and grade-appropriate academic achievement
- Students will display positive attitudes toward their own and other cultures

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K	90%
1	85%
2	80%
3	70%
4	60%
5	50%

**Method of separating languages for instruction:**

By teacher

**Languages used for content area subjects and electives:**

**K-2—Spanish instruction:**

History/Social Studies, Math, Science, Language Arts

**K-1—English instruction:**

Reading Readiness, Language Arts

**2—English instruction:**

Reading, Language Arts

**3-5—Spanish instruction:**

Math, Science, Language Arts

**3-4—English instruction:**

History/Social Studies, Language Arts

**5—English instruction:**

History/Social Studies, Math, Language Arts

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish and English

**English speakers:**

Spanish and English

**Instructional grouping:**

Heterogeneous social groups. Students are integrated during content instruction.

**Percent of program teachers proficient in both languages:**

100%

**Percent of program staff proficient in both languages:**

90%

**Additional program staff:**

- 2 full time and 5 part time bilingual aides
- 1 full time student advisor
- 1 part time parent volunteer coordinator

**Computer use:**

Computer use in both languages

**Curriculum/materials development:**

The staff developed curricula of thematic, integrated units of study and a K-5 scope and sequence for immersion which is adapted yearly.

<b>PROGRAM EVALUATION</b>
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**Evaluator:**

State

San Francisco Unified School District

**Evaluation components and procedures:***Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

*Procedures/Instruments*

SABE, Portfolios

CTBS, Portfolios

LAS, Portfolios

CTBS

Teacher observation

Teacher observation

<b>COMMUNITY SUPPORT AND VIEWPOINT</b>
--

**Parent involvement:**

- Parent Councils, school visits, classroom assistance, and language classes
- Parents are involved in fundraising and in every aspect of the school

**Community responses to the program:**

- Excellent
- Both communities in which the school has been located have expressed/displayed interest in applying and enrolling their children in the program

**School Board's view of the program:**

- Mixed

**Advice to start-up programs:**

- Go slow
- Difficult to staff and train

**Most important features of the program:**

- Parents are encouraged to participate in all capacities
- Program has grown dramatically in past six years, and although the program initially shared a building with another program, the Buena Vista Bilingual Immersion Program is the sole occupant of our present school site
- Integrated curriculum is a unique aspect of the program: music, dance, drama, and reading are integrated with science, math, and social studies

**San Francisco Unified School District  
San Francisco, California**

***Two-Way Bilingual Education Program***

**Schools:**

Cleveland Elementary  
Central Office  
300 Seneca Ave  
San Francisco, CA 94112  
415-239-0697

Edison Elementary  
Central Office  
300 Seneca Ave  
San Francisco, CA 94112  
415-239-0697

Golden Gate Elementary  
Central Office  
300 Seneca Ave  
San Francisco, CA 94112  
415-239-0697

**Contact persons:**

Mary Jew, Project Coordinator  
Central Office  
300 Seneca Ave  
San Francisco, CA 94112  
415-239-0697

Ligaya Avenida, Project Director  
Central Office  
300 Seneca Ave  
San Francisco, CA 94112  
415-239-0168

**BACKGROUND INFORMATION**

**Languages used in the program:**

Spanish/English  
Cantonese/English (Golden Gate)

**Year program began:**  
1990

**Ethnic/racial breakdown of schools:**

All three schools have 60% LEP (Hispanic or Chinese); 40% Black

**Criteria for selecting and accepting students:**

**Spanish speakers:**

NEP/LEP

**Cantonese speakers:**

NEP/LEP

**English speakers**

At least at grade level or no more than two grade levels below, with parent request

**Recruitment procedures:**

- Program brochure
- Talking to parents
- Parent meetings
- Survey letters sent to parents along with the brochure

**Grade level(s) of the program:**

K-2

**Grade level increases planned:**

Program will expand one grade per year up to grade 5

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
<i>Edison:</i>		
K	1	30
1	1	27
<i>Cleveland:</i>		
K	1	30
1	1	27
<i>Golden Gate:</i>		
K	1	32
1	1	28
2	1	30

**Funding sources:**

Title VII and district funds as well as other federal and state funds

**Program materials available to others:**

- Will have a video eventually
- Brochure

**Program objectives:**

- To bring about the fluent ability of students in both languages
- To help English only students acquire adequate fluency in oral and written language
- To foster students' appreciation of a multicultural society

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish/Cantonese is used for instruction:**  
K-2 50%

**Method of separating languages for instruction:**  
Varies—by teacher, by day, by AM/PM, by week

**Languages used for content area subjects and electives:**  
The target language (Spanish or Cantonese) and English are used for all subject areas due to the alternate schedule.

**Language of initial reading instruction:**  
*Spanish speakers:*  
Spanish  
*Cantonese speakers:*  
Cantonese  
*English speakers:*  
English

**Instructional grouping:**  
Students are grouped at appropriate times for more cognitively demanding areas. Groups are mixed for other subject areas.

**Percent of program teachers proficient in both languages:**  
83%

**Percent of program staff proficient in both languages:**  
95%

**Additional program staff:**  
•2 part time resource teachers  
•3 bilingual aides

**Computer use:**  
The program at Edison has computer activities in English and Spanish.

**Curriculum/materials development:**  
The teachers have developed many curricula materials in all subject areas for the Cantonese program. The resource teachers are assisting teachers in developing curricula materials for the Spanish program.

**PROGRAM EVALUATION**

**Evaluator:**  
Dr. Kathryn Lindholm  
San Jose State University  
School of Education  
One Washington Square  
San Jose, CA 95192-0074  
408-924-3911

**Evaluation components and procedures:*****Items under assessment******Procedures/Instruments***

Spanish proficiency

SABE

Chinese proficiency

To be developed

English proficiency

LAS, IDEA, Mastery

Academic achievement in Spanish

SABE

Academic achievement in Chinese

To be developed

Academic achievement in English

CTBS

Self-esteem/competence

To be developed

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Parent Councils, school visits, classroom assistance, and language classes

**Community responses to the program:**

- It has been favorable and there is an increasing demand for the program

**School Board's view of the program:**

- Very supportive of bilingual programs, in general. Very supportive of this one, which is a variation of the others
- The Board has a strong bilingual education policy

**Advice to start-up programs:**

- Getting principals involved, informed, and trained is the key to beginning a program

**Most important features of the program:**

- The program is motivating for students
- The teachers have high expectations for the students
- Teachers have a lot of training
- Many materials are available for use by the teachers



**Wah Mei School  
San Francisco, California**

***Cantonese/English Dual Language Program***

**School:**

Wah Mei School  
1400 Judah Street  
San Francisco, CA 94122  
415-665-4212

**Contact persons:**

Lisa Quan, Director  
Wah Mei School  
1400 Judah Street  
San Francisco, CA 94122  
415-665-4212

Dorena Lee, Head Teacher  
Wah Mei School  
1400 Judah Street  
San Francisco, CA 94122  
415-665-4212

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Cantonese/English

**Grade level(s) of the program:**  
Preschool

**Year program began:**  
1973

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
1/2 day State	1	15
Preschool		
Full day Child	1	21
Development		
1/2 day Private	1	11
Full day Private	1	20

**Ethnic/racial breakdown of school:**  
95% Asian; 5% Non-Asian

**Criteria for selecting and accepting students:**  
Age and parent participation

**Funding sources:**  
State funds; private tuition

**Recruitment procedures:**  
•Flyers  
•Word of mouth  
•Phone book

**Program materials available to others:**  
•Brochures and flyers

**Program objectives:**

- To promote the development of the "whole" child in a bilingual and multicultural context
- Equal emphasis given to both Cantonese and English in the curriculum

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Cantonese is used for instruction:**

Preschool 50%

**Method of separating languages for instruction:**

By teacher

**Instructional grouping:**

Students are grouped according to age and developmental level. LEP and bilingual Cantonese/English speakers are integrated for content instruction.

**Percent of program teachers proficient in both languages:**  
80%

**Percent of program staff proficient in both languages:**  
78%

**Additional program staff:**  
•3 bilingual aides

**Curriculum/materials development:**  
Teachers have developed curriculum and an English/Cantonese teaching guide.

**PROGRAM EVALUATION**

The program is not evaluated on a regular basis.

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- School visits and classroom assistance

**Community responses to the program:**

- Favorable

**Advice to start-up programs:**

- Make sure to incorporate developmentally appropriate activities into both areas of the curriculum

**Most important features of the program:**

- Dedicated staff
- Qualified staff
- Well planned curriculum and activities

**Yook Yau Ji Ga Daycare (San Francisco Unified School District)  
San Francisco, California**

***Cantonese/English Dual Language Program***

**School:**

Yook Yau Ji Ga Daycare  
925 Stockton Street  
San Francisco, CA 94108  
415-397-1468

**Contact person:**

Jeanne Choy Tate, Director  
Yook Yau Ji Ga Daycare  
925 Stockton Street  
San Francisco, CA 94108  
415-397-1468

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Cantonese/English

**Year program began:**  
1979

**Ethnic/racial breakdown of school:**  
99% Chinese; 1% Other

**Criteria for selecting and accepting students:**

***Cantonese speakers:***  
Priority to Chinese immigrant Families

***English speakers:***  
Priority to special needs children, single parents,  
Chinese-Americans, non-Chinese races, and  
Chinatown residents

**Other non-native English speakers  
in the program:**  
Mandarin, Vietnamese

**Recruitment procedures:**  
Word-of-mouth

**Grade level(s) of the program:**  
Preschool/Daycare

**Program size:**

Grade level	# of Classes	Class size
Preschool	4	9

**Funding sources:**  
Parent fees; United Way

**Program materials available to others:**

- Video
- Print material

**Program objectives:**

- To provide a daycare environment that emphasizes language development in Cantonese and English, using native speakers of Cantonese and English as models for excellence
- To provide bilingual and bicultural curriculum to enhance self-esteem and cognitive abilities
- To provide for the education of the whole child
- To provide a learning environment that is ethnically and economically integrated so that the daycare population is integral to the learning experience
- To expose immigrant families to the American culture, giving them tools and resources to live effectively in that environment, while providing Chinese-American families and those of other ethnic backgrounds with the opportunity to strengthen their cultural heritage

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Cantonese is used for instruction:**

Preschool	
2.5 years	90%
3 years	60%
3.5 years	40%
4 years	40%

**Method of separating languages for instruction:**

By teacher

**Language of initial reading instruction:**

**Cantonese speakers:**

Cantonese

**English speakers:**

English

**Instructional grouping:**

Students are grouped by developmental age and language for one hour of classes and for lunch. The rest of the day, activities and/or language are the choice of the individual child.

**Percent of program teachers proficient in both languages:**  
25%

**Percent of program staff proficient in both languages:**  
50%

**Additional program staff:**

- 1 English monolingual aide
- 3 Cantonese monolingual aides
- 1 part time bilingual social worker
- 1 bilingual director
- 1 bilingual administrative assistant
- 1 Chinese cook

**Curriculum/materials development:**

Teachers have developed a multi-sensory approach to reading and a teaching guide in Cantonese and English.

**PROGRAM EVALUATION**

The program is evaluated annually and reviewed by the National Association for the Education of Young Children (NAEYC) for accreditation every three years.

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Daycare Board, parent conferences and workshops

**Community responses to the program:**

- Well respected

**Advice to start-up programs:**

- Be fully informed of the variety of models
- Be culturally aware throughout the program structure (i.e. schedule, teaching style, environment, etc.)

**Most important features of the program:**

- Bicultural values are endemic to the total structure of the program
- Cross-cultural team development is a major focus

**San Jose Unified School District  
San Jose, California**

***Two-Way Immersion Program***

**Schools:**

Washington at River Glen Elementary  
1610 Bird Avenue  
San Jose, CA 95125  
408-998-6240

John Muir Middle School  
1260 Branham Lane  
San Jose, CA 95118  
408-998-6281

**Contact persons:**

Linda Luporini-Hakmi  
Resource Teacher  
1610 Bird Avenue  
San Jose, CA 95125  
408-998-6240

Rosa G. Molina, Principal  
Washington at River Glen Elementary  
1610 Bird Avenue  
San Jose, CA 95125  
408-998-6240

Cotine Weltsin, Principal  
John Muir Middle School  
1260 Branham Lane  
San Jose, CA 95118  
408-998-6281

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-6

**Year program began:**  
1986

**Grade level increases planned:**  
1992-93: Pre-K and 7  
1993-94: Pre-K and 8

**Ethnic/racial breakdown of school:**  
66% Hispanic; 1% Black; 30% White; 2% Asian;  
1% Pacific Islander

**Program size:**

Grade level	# of Classes	Class size:
K	2	30
1	2	27
2	1	30
2/3	1	30
3/4	1	32
5	1	27
6	1	15

**Criteria for selecting and accepting students:*****Spanish speakers***

No criteria for grades K-1. At the second grade, students must be classified as LEP (oral proficiency test). In grades 3-6, students must be bilingual, fluent English speakers.

***English speakers***

No criteria for grades K-1. English speakers may only enroll at these two levels.

**Funding sources:**

District funds; Desegregation Magnet; Title VII DBE Grant

**Recruitment procedures:**

- District recruitment drive conducted at Enrollment/Assignment Centers where parents receive a catalogue of choice schools
- School tours
- Program brochures distributed to local businesses, libraries, pre-schools, etc.
- Word-of-mouth

**Program materials available to others:**

- Program brochure; catalogue
- Information on teaching strategies used; parent education

**Program objectives:**

- Develop bilingual and biliterate students (Spanish and English) by developing fluency in communication and literacy in two languages
- Develop academically successful students by mastering knowledge in all academic subjects as outlined in the district guidelines
- Develop and cultivate an understanding and appreciation of other cultures, thus inspiring self-esteem and positive attitudes among all students, their families and communities

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K-1	90%	4-5	60%
2	85%	6	50%
3	80%		

**Method of separating languages for instruction:**

K-2: by teacher; 3-6: by subject

**Languages used for content area subjects and electives:**

**K-1—Spanish instruction:**

Reading Readiness/Language Arts, Math, Science, Social Studies, P.E., Art, Oral Language Devel.

**K-1—English instruction:**

Oral Language Development

**2—Spanish instruction:**

Reading/Language Arts, Math, Science, P.E., Art

**2—English instruction:**

Social Studies

**3—Spanish instruction:**

Reading/Language Arts, Math, Science, Social Studies, P.E., Art

**3—English instruction:**

Reading/Language Arts

**4—Spanish instruction:**

Reading/Language Arts, Science, Social Studies, Math, P.E., Art

**4—English instruction:**

Thematic Reading/Language Arts, Literature

**5—Spanish instruction:**

Reading/Language Arts, Math, Science, Art

**5—English instruction:**

Reading/Language Arts, Social Studies

**6—Spanish instruction:**

Reading/Language Arts, Math, Science

**6—English instruction:**

Reading/Language Arts, Social Studies, P.E. Elective

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

Spanish

**Instructional grouping:**

Students work in heterogeneous groups and are integrated for content instruction except for ESL mini-groups during English exchange time in grades K-2. In third grade there is a transitional English reading group as needed.

**Percent of program teachers proficient in both languages:**

100%

**Percent of program staff proficient in both languages:**

99%

**Additional program staff:**

- 1 full time resource teacher
- 3 full time bilingual aides
- 2 full time program assistants
- 1 part time Title VII project coordinator
- 1 full time Title VII resource teacher

**Computer use:**

Computer use in both languages; Word processing in grades 4, 5, and 6

**Curriculum/materials development:**

Classroom teachers have developed curricula for grades K-3 that follow monthly themes.



PROGRAM EVALUATION
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**Evaluator:**

Dr. Kathryn Lindholm  
 San Jose State University  
 School of Education  
 One Washington Square  
 San Jose, CA 95192-0074  
 408-924-3911

**Evaluation components and procedures:***Items under assessment*

Spanish oral language proficiency

English oral language proficiency

Academic achievement in Spanish

Academic achievement in English

*Procedures/Instruments*

LAS

LAS

La Prueba

CTBS

COMMUNITY SUPPORT AND VIEWPOINT
---------------------------------

**Parent involvement:**

- Parent Advisory Committee, school visits, classroom assistance, Booster Club

**Community responses to the program:**

- Very positive
- The program is being supported by the families in the neighborhood as well as throughout the district, since it is a magnet program
- Attracts students from outside the district

**School Board's view of the program:**

- Supportive, one of the few programs meeting desegregation's goals of integration and high academic success
- The superintendent is a former foreign language teacher
- The Board has seen the program grow and flourish due to excellent teaching, strong program design and parental commitment
- The program has received awards and recognition at the city, county, and state levels

**Advice to start-up programs:**

- Start gradually and small, perhaps at just the kindergarten level and increase a grade level each year
- Be sure to lay the ground work first in providing in-service training for staff involved and at the site where the program will be located

**Most important features of the program:**

- Commitment of parents and teachers to the program and the program design
- Staff training which ensures that immersion and other important teaching techniques are employed
- A feeling of teamwork, group-based decisions and working together toward the same goals
- The real learning comes from the students learning from one another. The school is a truly integrated school and provides an environment where all students can learn and all students can succeed

**Santa Monica-Malibu Unified School District  
Santa Monica, California**

***Developmental Bilingual Program Two-Way Spanish Immersion***

**School:**

Edison Elementary School  
2425 Kansas Avenue  
Santa Monica, CA 90404  
310-828-0335

John Adams Middle School  
2425 16th Street  
Santa Monica, CA 90405  
310-452-2326

**Contact persons:**

Ruth Odell, Principal/Project Director  
Edison Elementary School  
2425 Kansas Avenue  
Santa Monica, CA 90404  
310-828-0335

Patricia Steinent, Resource Teacher  
Edison Elementary School  
2425 Kansas Avenue  
Santa Monica, CA 90404  
310-828-0335

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-6

**Year program began:**  
1986

**Grade level increases planned:**  
1992-93: 7  
1993-94: 8  
Grade 9-12 each successive year

**Ethnic/racial breakdown of school:**  
63% Hispanic; 12.1% Black; 21.4% White;  
2.6% Asian; <1% American Indian

**Program size:**

Grade level	# of Classes	Class size
<i>Edison Elementary:</i>		
K	3	25
1	2	25
2	3	24
3	2	24
4	2	27
5	2	27
<i>John Adams Middle School:</i>		
6	1	33

**Criteria for selecting and accepting students:**

***Spanish speakers:***

The local community is predominantly Hispanic

***English speakers:***

English only speakers are recruited

**Recruitment procedures:**

- Advertisements in newspaper
- Speakers at pre-schools
- Community presentations at local libraries
- Weekly visitation days
- Distribution of program flyers throughout community doctor's offices, laundromats, etc.

**Funding sources:**

Title VII DBE Grant

**Program materials available to others:**

- Locally made video
- Brochure and numerous articles regarding bilingualism for prospective parents to read

**Program objectives:**

- Acquisition of proficient basic communicative skills in L2 and development of academic language proficiency and subject matter attainment in L1 and L2
- Positive psycho-social adjustment
- Recruitment of bilingual certified staff, ongoing in-service training based on staff needs, and the establishment of a Bilingual/Immersion Teacher Mentor Program
- Expanded enrollment of native English-speaking students
- Creation of a self-esteem curriculum and augmentation of Spanish language materials
- Computerized tracking of students' academic performance

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K-1	90%
2	80%
3	70%
4-5	50%

**Method of separating languages for instruction:**

By subject

**Languages used for content area subjects and electives:**

**K—Spanish instruction:**

Language Arts, Math, Science, Social Studies, P.E., Computers, Art, Music

**K-English instruction:**

ESL

**1-2—Spanish instruction:**

Language Arts, Math, Science, Social Studies, Art, Music

**1-2—English instruction:**

P.E., ESL

**3-5—Spanish instruction:**

Language Arts, Math, Science, Social Studies

**3—English instruction:**

Art, Music, ESL

**4—English instruction:**

Social Studies, Science, P.E., Art, Music

**5—English instruction:**

Language Arts, Science, Social Studies, Music, Art, P.E.

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

Spanish

**Instructional grouping:**

Cooperative groups. Students are integrated during content instruction.

**Computer use:**

Computer use in English and Spanish

**Percent of program teachers proficient in both languages:**

100%

**Percent of program staff proficient in both languages:**

100%

**Additional program staff:**

- 1 full time resource teacher
- 7 part time bilingual aides (not funded by Title VII)
- 1 full time social worker

PROGRAM EVALUATION
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**Evaluator:**

Dr. Kathryn Lindholm  
 San Jose State University  
 School of Education  
 One Washington Square  
 San Jose, CA 95192-0074  
 408-924-3911

**Evaluation components and procedures:***Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

*Procedures/Instruments*

IPT, BSM, LAS

IPT, BSM, LAS

SABE

CAS<sup>2</sup> (Grades 1-3), ITBS (Grades 4-5)

Perceived Competence and Social Acceptance

Perceived Competence and Social Acceptance

COMMUNITY SUPPORT AND VIEWPOINT
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**Parent involvement:**

- Parent Councils, school visits, classroom assistance, and language classes
- Parents assist in the preparation of materials for classroom use
- Parents assist in the Recruitment Program

**Community responses to the program:**

- Very positive and supportive. We recruit English-speaking children from the community

**School Board's view of the program:**

- They are highly committed to the program through high school

**Advice to start-up programs:**

- Recruit qualified teachers
- Provide staff development in philosophy, teaching strategies, and management strategies for a two-way immersion program
- Select and prepare appropriate materials for student use

**Most important features of the program:**

- Teacher commitment
- Challenge of the language
- Parent support
- The need to recruit English only speakers
- Commitment of the Board of Education and the community
- This program should be replicated nationwide. This is a "natural way" to learn a language

**Valley Center Union School District  
Valley Center, California**

***Valley Center Bilingual Education Program***

**Schools:**

Valley Center Primary School  
1429 Fruitvale Road  
Valley Center, CA 92082  
619-749-8282

Valley Center Elementary School  
28751 Cole Grade Road  
Valley Center, CA 92082  
619-749-1631

Valley Center Middle School  
28751 Cole Grade Road  
Valley Center, CA 92082  
619-749-8555

**Contact persons:**

Lucy Haines-Avilés  
Director of Categorical Programs  
28751 Cole Grade Road  
Valley Center, CA 92082  
619-749-0464

Sa. Clayton  
Assistant Superintendent  
28751 Cole Grade Road  
Valley Center, CA 92082  
619-749-0464

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-6

**Year program began:**  
1982-83

**Ethnic/racial breakdown of school:**  
30% Hispanic; 60% White; 10% American Indian

**Criteria for selecting and accepting students:**

***Spanish speakers:***

All are accepted into the program, unless the parent does not want the child in the program.

***English speakers:***

Initially, at kindergarten, all students are accepted. From first through second grades, most students are accepted. At third grade and above, students are accepted only after counseling with parents by the site administrator.

**Recruitment procedures:**

- By word-of-mouth
- Brochure on bilingual program
- Presentation at kindergarten round-up and other community presentations

**Program size:**

Grade level	# of classes	Class size
<i>Valley Center Primary:</i>		
K	5	28 (average)
1	5	26 (average)
2	4	27 (average)
3	1	26
<i>Valley Center Elementary:</i>		
3	2	28 (average)
4	3	27 (average)
5	3	27 (average)
<i>Valley Center Middle:</i>		
6	2	30 (average)

**Funding sources:**

Local funding, state funding, and Title VII DBE Grant

**Program materials available to others:**

- Planning a video
- Brochure and program description

**Program objectives:**

- To assist project participants to develop native language proficiency
- To assist project participants to develop second language proficiency
- To assist project participants to develop cross-cultural attitudes and behaviors
- To establish a school/home partnership through parent involvement and activities

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K	75% (LEP)
	40-60% (EO)
1-2	75%
3	75% (Fall); 50% (Spring)
4-6	50%

**Method of separating languages for instruction:**

It varies from grade level to grade level and classroom to classroom. Generally speaking it is separated by subject, but there are some teams that separate by teacher. What makes our program different from other immersion programs is that English only students have instruction in their primary language for language arts and math. The content areas then use an alternate approach for language of instruction.

**Languages used for content area subjects and electives:**

**K-6—Spanish instruction:**

Reading Readiness, Math, Social Studies, Art, Science, P.E., Music

**K-6—English instruction:**

Reading Readiness, Math, Social Studies, Art, Science, P.E., Music

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Instruction is done through whole and small groups. Sometimes students are grouped by language, sometimes by skills, and many times cooperatively and heterogeneously. Students are integrated for content instruction.

**Percent of program teachers proficient in both languages:**

90%

**Percent of program staff proficient in both languages:**

40%

**Additional program staff:**

- 1 full time resource teacher
- 20 part time bilingual aides
- 2 full time community liaisons
- 1 part time bilingual speech/language specialist
- 1 bilingual counselor for middle school

**Computer use:**

Computer use in both languages

**Curriculum/materials development:**

Teachers have developed some core literature units and some thematic units.



<b>PROGRAM EVALUATION</b>
---------------------------

**Evaluators:**

Kathryn Lindholm  
 San Jose State University  
 School of Education  
 One Washington Square  
 San Jose, CA 95192-0074  
 408-924-3752

Richard Pacheco  
 School of Education  
 San Diego State University  
 San Diego, CA 92103  
 619-594-5863

**Evaluation components and procedures:**

*Items under assessment*  
 Spanish proficiency

*Procedures/Instruments*  
 LAS

English proficiency

LAS

Academic achievement in Spanish

SABE

Academic achievement in English

Valley Center Testing Program normed on CAT

Attitudes

Cross-Cultural Attitude Survey

<b>COMMUNITY SUPPORT AND VIEWPOINT</b>
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**Parent involvement:**

- Parent Councils, classroom assistance, and language classes
- A Family Learning Program has begun in the evenings for both target language speakers and English language speakers

**Community responses to the program:**

- Very positive and supportive, although the immigration patterns have impacted the classroom balance, which has raised some concerns

**School Board's view of the program:**

- They have adopted a policy that states that bilingualism is desirable and attainable

**Advice to start-up programs:**

- Look to the future in planning your program. Some two-way programs do not lend themselves to late entry students (either English only or limited English proficient)

**Most important features of the program:**

- Staff commitment and expertise
- Administrative support
- Equal language status



**Windsor Union School District  
Windsor, California**

***Windsor Union School District's Two-Way Spanish Immersion Program***

**School:**

Windsor Elementary School  
7650 Bell Road  
Windsor CA 95492  
707-838-6628

**Contact persons:**

Ginger Dale, Title VII Resource Teacher  
7650 Bell Road  
Windsor CA 95492  
707-838-6628

Jennifer Reynolds  
7650 Bell Road  
Windsor CA 95492  
707-838-6628

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1986-87

**Ethnic/racial breakdown of school:**  
20% Hispanic; 2% Black; 72% White; 2% Asian;  
4% American Indian

**Criteria for selecting and accepting students:**

***Spanish speakers:***

Accept all

***English speakers:***

First priority is given to those who have siblings in the program and those attending orientation meetings. Next, priority is given by date of signed permission.

**Recruitment procedures:**

- Parent information meetings
- Flyers and announcements

**Grade level(s) of the program:**  
K-5

**Grade level increases planned:**  
1992-93: K-6  
1993-94: K-7  
1994-95: K-8

**Program size:**

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	3	27
1	3	27
2	3	27
3	2	30
4	1	30
4/5	1	29
5	1	30

**Funding sources:**

District; Title VII; Even Start

**Program materials available to others:**

- Video: *How to Plan & Implement a Two-Way Spanish Immersion Program*
- Manual: *How to Plan & Implement a Two-Way Spanish Immersion Program* (available from Foreign Languages and International Studies Unit, California State Department of Education, PO Box 944272, Sacramento, CA, 94244-2720)

**Program objectives:**

- Fluency and literacy in Spanish and English
- High academic achievement
- Positive cross-cultural appreciation and understanding
- Positive psycho-social development

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K-1	90%
2	85%
3	80%
4-5	70%

**Method of separating languages for instruction:**

By teacher and subject

**Languages used for content area subjects and electives:**

**K-2—Spanish instruction:**

All subjects except English Language Development

**K-2—English instruction:**

English Language Development

**3—Spanish instruction:**

All subjects except some P.E. and English Language Arts

**3—English instruction:**

Some P.E., English Language Arts

**4-5—Spanish instruction:**

All subjects except English Language Arts and Social Studies

**4-5—English instruction:**

English Language Arts, Social Studies

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

Spanish

**Instructional grouping:**

Students are grouped heterogeneously by language, academic levels, and gender. Students are integrated during content instruction.

**Percent of program teachers proficient in both languages:**

100%

**Percent of program staff proficient in both languages:**

100%

**Additional program staff:**

- 1 full time resource teacher
- 7 part time bilingual aides
- 1 full time bilingual secretary
- 1 full time community liaison

**Curriculum/materials development:**

Teachers have developed integrated units around literature, social studies, or science themes.

<b>PROGRAM EVALUATION</b>
---------------------------

**Evaluator:**

Dr. Kathryn Lindholm  
 San Jose State University  
 One Washington Square  
 San Jose, CA 95192-0024  
 408-924-3711

**Evaluation components and procedures:***Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

Parent participation

Teacher understanding

Classroom practices

*Procedures/Instruments*

IPT, SOLOM

IPT, SOLOM

La Prueba

CTBS

Perceived self-competence scale

Perceived self-competence scale

Teacher survey

Teacher questionnaire

Observations with rating sheets

<b>COMMUNITY SUPPORT AND VIEWPOINT</b>
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**Parent involvement:**

- Parent Council, Site Council, PTA, school visits, classroom assistance, and language classes
- Participation in Advocates for Language Learning and the Bilingual Advisory Committee
- Parenting classes, home visits, informational meetings, fund raisers, School Board newsletters
- Programs and activities such as dances, pot lucks, and picnics

**Community responses to the program:**

- Mixed response. In general they are supportive of the program, but are not willing to make allowances for the program being different and having special needs

**School Board's view of the program:**

- Very supportive

**Advice to start-up programs:**

- Networking is very important
- We produced a video and manual with all of our advice

**Most important features of the program:**

- Strong teachers
- Instructional strategies (whole language, cooperative learning)

**Woodland Joint Unified School District  
Woodland, California**

**K-6 Spanish Immersion Program\***

**Schools:**

Beamer Park Elementary School  
525 Beamer Street  
Woodland, CA 95695  
916-662-1769

**Contact persons:**

Ben Flores, Principal  
Beamer Park Elementary School  
525 Beamer Street  
Woodland, CA 95695  
916-662-1769

Gloria Rodriguez  
Beamer Park Elementary School  
525 Beamer Street  
Woodland, CA 95695  
916-662-1769

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
3-6

**Year program began:**  
1989

**Program size:**

Grade level	# of Classes	Class size
3	1	31
4	1	32
5	1	31
6	1	31

**Ethnic/racial breakdown of school:**  
52% Hispanic; 1.5% Black; 43% White; 3% Asian;  
4% Pacific Islander

**Criteria for selecting and accepting students:****Spanish speakers:**

One-third of students in the program

**Bilingual speakers (Spanish and English):**

One-third of students in the program

**English speakers:**

One-third of students in the program

**Funding sources:**

District allocations

**Program materials available to others:**

- Videos
- Print material

All students must start at the K/1 level of the one-way immersion program.

**Recruitment procedures:**

Parents and students are provided information regarding the program via flyers, newsletters from the school and the district, and the local newspaper

*\*K-2 is a one-way Spanish immersion program; 3-6 is a two-way immersion program. Students from grades K-2 in the immersion program feed into the two-way bilingual program.*

**Program objectives:**

- To ensure achievement in academic subjects commensurate with the students' ability and grade level
- To provide an opportunity to become an additive bilingual, being able to function in both English and Spanish, thereby increasing intellectual flexibility and fluency
- To instill an understanding and appreciation for others' homes and cultures through music, art, and language

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

3	80%
4	60%
5-6	50%

**Method of separating languages for instruction:**

By subject in grades 3-4. By subject and teacher in grades 5 and 6.

**Languages used for content area subjects and electives:**

**3—Spanish instruction:**

Social Studies, Math, Science, Language Arts

**3—English instruction:**

P.E.

**4—Spanish instruction:**

Social Studies, Spanish Language Arts, Science

**4—English instruction:**

Math, English Language Arts, Social Studies, Science

**5-6—Spanish instruction:**

All subjects

**5-6—English instruction:**

All subjects

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

Spanish

**Instructional grouping:**

Heterogeneous groups. Students are integrated for content instruction.

**Percent of program teachers proficient in both languages:**

95%

**Percent of program staff proficient in both languages:**

75%

**Additional program staff:**

- 2 part time resource teachers
- 3 part time bilingual aides
- 2 part time (English) monolingual aides

**Computer use:**

Some computer use in English and limited computer use in Spanish

**Curriculum/materials development:**

Teachers have developed social studies curriculum and materials. For different programs, teachers make books in Spanish.

**PROGRAM EVALUATION**

The program is not evaluated on a regular basis.

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Parent Councils, school visits, and classroom assistance
- Workdays and fieldtrips

**Community responses to the program:**

- Very favorable
- There is a lot of parent participation
- Several students in the program are from other schools in the district

**School Board's view of the program:**

- Very favorable
- Two of the board members' children are in the program

**Advice to start-up programs:**

- Get parents involved from the very start
- Inform parents of long term commitment

**Most important features of the program:**

- A "Win-Win" situation for all participants
- Parents choose the program
- Teachers are willing and active participants who are always improving themselves

**Fort Lupton School District RE-8  
Fort Lupton, Colorado**

***Fort Lupton Bilingual Program***

**Schools:**

Twombly Primary  
1600 9th Street  
Fort Lupton, CO 80621  
303-857-6201

Butler Elementary  
411 South McKinley  
Fort Lupton, CO 80621  
303-857-2714

Fort Lupton Middle School  
201 South McKinley  
Fort Lupton, CO 80621  
303-857-6210

**Contact persons:**

Annette A. Gaddis, Bilingual Director  
Fort Lupton School District RE-8  
411 South McKinley  
Fort Lupton, CO 80621  
303-857-2714

Brent Mutsch, Superintendent  
Fort Lupton School District RE-8  
301 Reynolds Street  
Fort Lupton, CO 80621  
303-857-6291

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
Pre-K-6

**Year program began:**  
1972

**Ethnic/racial breakdown of district:**  
45% Hispanic; <1% Black; 54% White; <1% Asian; <1% American Indian

**Criteria for selecting and accepting students:**  
All students are welcomed

**Recruitment procedures:**  
It is a voluntary program with the exception of preschool. All eight sections of preschool are bilingual classes. From kindergarten on up, parents can choose which program they wish their child to participate in.

**Program size:**

Grade level	# of Classes	Class size
<i>Twombly:</i>		
Preschool	8	21 (average)
K	7	23 (average)
<i>Butler:</i>		
1	7	21 (average)
2	6	26 (average)
3	6	24 (average)
4	6	24 (average)
<i>Fort Lupton Middle:</i>		
5	5	23 (average)
6	5	25 (average)

**Funding sources:**  
District supported Pre-K-6 grades (43 bilingual classrooms)

**Program materials available to others:**  
•20-30 minute video  
•Bilingual Teacher Handbook



**Program objectives:**

- The objectives are the same district objectives for all students in all content areas. Additional objectives include the following ESL/SSL components:
- Learning the basic skills
- Learning a second language
- Developing self-concept
- Promoting cultural awareness

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

Pre-K	100%
K	90%
1	80%
2	70%
3-6	50%

**Method of separating languages for instruction:**

Spanish-dominant speakers are taught reading and writing in their primary language. Teachers teach social studies, science, and math one day in English and the next day in Spanish.

**Languages used for content area subjects and electives:**

**Pre-K-K—Spanish instruction:**

Storytime, Math, Social Studies, Science

**Pre-K-K—English instruction:**

Storytime, Math, Social Studies, Science

**1-6—Spanish instruction:**

Reading, Math, Social Studies, Science, Music, P.E.

**1-6—English instruction:**

Reading, Math, Social Studies, Science, Music, P.E.

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Whole group and small group—depends on the teacher. Students are integrated during content instruction for the most part. Some teachers separate students for reading instruction.

**Percent of program teachers proficient in both languages:**  
95%

**Percent of program staff proficient in both languages:**  
95%

**Additional program staff:**

- 43 bilingual teachers
- 43 bilingual aides
- 1 bilingual director
- 1 bilingual secretary

**Computer use:**

Computer use in Spanish and English

**Curriculum/materials development:**

Teachers have developed Big Books in Spanish, songs, poetry, and material to accompany the district curriculum.



**PROGRAM EVALUATION**

**Evaluator:**

The program will be undergoing evaluation

**Evaluation components and procedures:**

*Items under assessment*

English proficiency

*Procedures/Instruments*

IPT/IDEA

Academic achievement in English

ITBS

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Parent Councils, school visits, classroom assistance, and language classes
- Accountability committees

**Community responses to the program:**

- Very favorable
- It is a well supported program

**School Board's view of the program:**

- The Bilingual Program has the support of the School Board, as evidenced by district financial commitment
- All position vacancies are filled with bilingual teachers when possible

**Advice to start-up programs:**

- The program needs district as well as parental support to succeed
- Administrative support is very important

**Most important features of the program:**

- The voluntary nature of the program
- Seeking the best teachers for the positions
- The district and financial support
- Over 1000 students are in the program

**New Haven Public Schools  
New Haven, Connecticut**

***Clinton Avenue Language Academy***

**School:**

Clinton Avenue Language Academy  
293 Clinton Avenue  
New Haven, CT 06513  
203-787-8404

**Contact persons:**

Mary Lowery  
Supervisor of Foreign Language and Migratory Programs  
54 Meadow Street  
New Haven, CT 06519  
203-787-8685

Lisette Bernier-McGowan  
Supervisor of Bilingual Education and ESL  
54 Meadow Street  
New Haven, CT 06519  
203-787-8685

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-4

**Year program began:**  
1990-91

**Grade level increases planned:**  
Hope to expand one grade level per year.

**Ethnic/racial breakdown of school:**  
52.3% Hispanic; 37.1% Black; 9.6% White;  
1% Asian

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	4	22 (average)
1	4	22 (average)
2	4	22 (average)
3	3	22 (average)
4	3	22 (average)

**Criteria for selecting and accepting students:**  
Commitment from parents to project

**Recruitment procedures:**  
The school is a neighborhood school and serves the neighborhood population. Then, through application and selection by a controlled lottery, fifty students are added to the neighborhood population in the program.

**Funding sources:**  
Federal Government Magnet Desegregation Act Grant

**Program materials available to others:**  
•Program is part of video on all magnet schools  
•Program description and brochure

**Program objectives:**

- Develop the same general academic abilities of other students in the New Haven Public Schools, while gaining a special appreciation for the structure and function of language
- Receive basic academic instruction in the native language and eventually learn new subject material in a second language
- Understand the multicultural nature of society, valuing their own cultural and linguistic heritage as well as that of others
- Acquire a foundation for marketable skills through functional knowledge of a foreign language
- Learn to handle the linguistic and cultural demands of a rapidly-changing world

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K	20% ESL, 20% SSL
1	15% ESL, 10% SSL
2	20% ESL, 10% SSL
3	40% ESL, 25% SSL
4	45% ESL, 25% SSL

**Method of separating languages for instruction:**

By teacher (ESL and SSL). Various configurations: integrated lessons can be given in Spanish or English. The language specialist prepares or enriches students prior to their instruction in their second language. The goal in the next few years is to have more of a balance between ESL/SSL instruction and to increase dual language competency. The program is still experimental.

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

In K-2, integration is in specialty areas and multicultural activities between ten and twenty percent of time. Integration increases by third grade, but is still not fully integrated for content areas. Students are separated for language instruction part of the time.

**Percent of program teachers proficient in both languages:**  
50%

**Percent of program staff proficient in both languages:**  
50%

**Additional program staff:**

- 2 full time bilingual aides
- 3 monolingual aides
- 1 full time curriculum developer
- 5 full time language specialists

**Computer use:**

Program uses computers, electronic textbooks, and the Writing to Read program in English and Spanish.

**Curriculum/materials development:**

Working on SSL and multicultural curriculum

**PROGRAM EVALUATION**

**Evaluator:**

Internal evaluation

**Evaluation components and procedures:***Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

*Procedures/Instruments*

IDEA, School is developing a test

IDEA, School is developing a test

SABE

MAT

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Parent Councils, school visits, classroom assistance, and language classes
- Home support and training parents to supplement at home what students are doing at school
- After school program
- Working on providing language classes

**Community responses to the program:**

- Tremendous
- Excellent
- Everybody is watching

**School Board's view of the program:**

- Very, very supportive

**Most important features of the program:**

- Tremendous increase in self-esteem for both groups of students
- A lot of interaction and integration at school
- Prestige of both languages has increased as well as an understanding of both cultures

**Washington, D.C. Public Schools  
Washington, D.C.**

***James F. Oyster Bilingual Elementary School***

**School:**

James F. Oyster Bilingual Elementary School  
29th and Calvert Streets, NW  
Washington, DC 20008  
202-673-7277

**Contact person:**

Matilde Arciniegas, ESL/SSL Specialist  
James F. Oyster Bilingual Elementary School  
29th and Calvert Streets, NW  
Washington, DC 20008  
202-673-7277

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
Pre-K-6

**Year program began:**  
1971

**Program size:**

Grade level	# of Classes	Class size
Pre-K	1	23
K	2	23 (average)
1	2	25 (average)
2	2	21 (average)
3	1	29
3/4	1	29
4/5	1	27
5	1	28
6	1	26

**Ethnic/racial breakdown of school:**  
60% Hispanic; 35% Black/White; 5% Other

**Criteria for selecting and accepting students:**  
All students within Oyster's boundaries are accepted

**Funding sources:**  
DC Public Schools

**Other non-native English speakers in the program:**  
Arabic, Hindi, Portuguese, Tagalog, French

**Recruitment procedures:**  
All students living within Oyster's boundaries, as designated by DC Public Schools, may enroll in Oyster School at any time. In addition, students living outside the boundaries may apply for transfers to the school the year before they actually enroll.

**Program materials available to others:**  
•Newspaper articles, reports, summaries of the program

## DISTRICT OF COLUMBIA

### **Program objectives:**

- To develop the entire range of subject-matter skills in two languages
- To develop bilingual, biliterate, and multicultural students
- To involve all students in the school in the totally bilingual program
- To provide instruction in two languages in all content areas so that the students are bilingual and biliterate upon graduation

### **INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**  
Pre-K-6                      50%

**Method of separating languages  
for instruction:**

By teacher and subject; each classroom has two teachers—one English speaker and one Spanish speaker.

**Languages used for content area subjects  
and electives:**

All subjects and electives except art and music are taught in both languages. All other subjects are taught in both languages at all grade levels.

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish and English

**English speakers:**

Spanish and English

**Percent of program teachers  
proficient in both languages:**  
65%

**Percent of program staff  
proficient in both languages:**  
65%

**Additional program staff:**

- 2 full time resource teachers
- 3 part time bilingual aides
- 1 full time (English) monolingual aide
- 1 full time math resource teacher
- 1 full time building resource teacher

**Computer use:**

Mostly in English. When teachers have been able to find software in Spanish, Spanish is used.

**Curriculum/materials development:**

A Spanish language arts and reading curriculum, Spanish CBC, was developed for Oyster. This curriculum was developed taking into account the English reading/language arts program used throughout the district.

### **PROGRAM EVALUATION**

**Evaluator:**

The program is not evaluated on a regular basis

**Evaluation components and procedures:*****Items under assessment***

Spanish proficiency

***Procedures/Instruments***

Aprenda

English proficiency

CTBS, LAS

Academic achievement in Spanish

Teacher-made tests

Academic achievement in English

Teacher-made tests

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Parent Councils, school visits, and classroom assistance
- Fundraising

**Community responses to the program:**

- Our immediate community is extremely supportive of the bilingual program at Oyster
- We have an extensive waiting list of students in the area who would like to enter Oyster

**School Board's view of the program:**

- Supportive
- The program has been financed through local funds since day one

**Advice to start-up programs:**

- Community support from English speakers and Spanish speakers is essential
- Equal status for the two languages is also critical to the success of the program
- Extensive staff training
- Qualified teachers and materials that reflect current trends in education

**Most important feature of the program:**

- The teachers' and principal's commitment to a quality education in two languages

**Dade County Public Schools  
Miami, Florida**

***Caribbean Elementary School Bilingual Program***

**School:**

Caribbean Elementary School  
11990 Southwest 200th Street  
Miami, FL 33177  
305-233-7131

**Contact person:**

Carmen Suarez  
Caribbean Elementary School  
11990 Southwest 200th Street  
Miami, FL 33177  
305-233-7131

**BACKGROUND INFORMATION**

**Languages used in the program:**

Spanish/English

**Grade level(s) of the program:**

Pre-K-5

**Year program began:**

1979

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
Pre-K	1	20 (average)
K	5	27 (average)
1	5	27 (average)
2	5	27 (average)
3	5	27 (average)
4	4	32 (average)
5	6	32 (average)

**Ethnic/racial breakdown of school:**

33% Hispanic; 50% Black; 17% White

**Criteria for selecting and accepting students:**

Parent approval

**Funding sources:**

District funds

**Other non-native English speakers in the program:**

Haitian

**Program materials available to others:**

•Spanish Curriculum Center Development materials

**Recruitment procedures:**

The school serves the neighborhood population



**Program objectives:**

- To have English-speaking students learn to speak Spanish
- To have Spanish-speaking students use both languages and learn English to learn subject areas

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**

Pre-K 30 minutes per day  
K-5 45 minutes per day plus one subject  
area

**Method of separating languages  
for instruction:**

By teacher

**Languages used for content area subjects  
and electives:**

K-5—One subject area is taught in Spanish. This  
may involve social studies or math.

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Students are integrated for physical education,  
music, and art instruction.

**Percent of program teachers  
proficient in both languages:**

30%

**Percent of program staff  
proficient in both languages:**

30%

**Additional program staff:**

- 3 full time resource teachers
- 3 full time bilingual aides

**Computer use:**

Working toward computer use in the program

**PROGRAM EVALUATION**

**Evaluator:**

Dade County Public Schools  
Office of Educational Accountability  
1444 Second Avenue  
Miami, FL 33130  
305-995-1000

**Evaluation components and procedures:**

*Items under assessment*

English proficiency

*Procedures/Instruments*

Dade County Oral Language Proficiency Scale

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Classroom assistance and language classes
- The program has had much success with the immersion programs in both languages for parents

**Community responses to the program:**

- Favorable

**School Board's view of the program:**

- The School Board recognizes the need for bilingual education programs

**Advice to start-up programs:**

- Provide the necessary resources and time for scheduling

**Most important feature of the program:**

- The philosophy of the administration

**Dade County Public Schools  
Miami, Florida**

***Coral Way Bilingual Elementary School***

**School:**

Coral Way Bilingual Elementary School  
1950 South West 13th Avenue  
Miami, FL 33145  
305-854-0515

**Contact person:**

Marta Cil, Principal  
Coral Way Bilingual Elementary School  
1950 South West 13th Avenue  
Miami, FL 33145  
305-854-0515

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
Pre-K-5

**Year program began:**  
1963

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
Pre-K	2	20 (average)
K	6	25 (average)
1	7	25 (average)
2	7	25 (average)
3	7	26 (average)
4	6	30 (average)
5	4	35 (average)

**Ethnic/racial breakdown of school:**  
91% Hispanic; 1% Black; 7% White; 1% Other

**Criteria for selecting and accepting students:**  
No criteria

**Funding sources:**  
No special funding

**Recruitment procedures:**  
The school serves the neighborhood population

**Other non-native English speakers in the program:**  
Portuguese, Polish, Chinese, Greek, Haitian/Creole, French, Urdu

**Program materials available to others:**  
•A brochure will be available in the near future

**Program objectives:**

- To help students become bilingual, biliterate, and bicultural

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**  
Pre-K-6 40%

**Method of separating languages  
for instruction:**  
By teacher and subject

**Languages used for content area subjects  
and electives:**

**K-5—Spanish instruction:**

Spanish Language Arts, Social Studies, Science,  
Health, Math

**K-5—English instruction:**

Social Studies, Science, Health, P.E., Music, Art

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Students are only separated for language arts  
instruction. They are together for the rest of the  
day.

**Percent of program teachers  
proficient in both languages:**  
76%

**Percent of program staff  
proficient in both languages:**  
100%

**Additional program staff:**  
•1 bilingual lead teacher

**Computer use:**

Program uses computers in English

**Curriculum/materials development:**

In 1961 we developed the Miami Linguistic  
Readers. This was how the program started. We  
also piloted the Spanish Curriculum Development  
Center Materials, funded by a Title VII grant.

**PROGRAM EVALUATION**

**Evaluator:**

Sylvia Rothfarb

Dade County Public Schools

Office of Educational Accountability

1444 Second Avenue

Miami, FL 33130

305-995-1000

**Evaluation components and procedures:***Items under assessment*

Spanish proficiency

*Procedures/Instruments*

Santillana Series

English proficiency

DC Heath Series

Academic achievement in English

Stanford Achievement<sup>+</sup> Test

Writing

State-wide test

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Parent Councils, classroom assistance, and language classes
- The program has a successful Parent Outreach program
- We just instituted a free English class for parents and it is very successful

**Community responses to the program:**

- Excellent!

**School Board's view of the program:**

- Supportive and interested in making the school's program more visible locally

**Advice to start-up programs:**

- Staffing and training are the two most important components

**Most important features of the program:**

- Staffing and training
- Creative scheduling and creative use of personnel make our program successful

**Dade County Public Schools  
Miami, Florida**

***Southside Elementary School Two-Way (Developmental) Bilingual Program***

**School:**

Southside Elementary School  
45 SW 13th Street  
Miami, FL 33130  
305-371-3311

**Contact person:**

Sylvia P. Cordero, Principal  
Southside Elementary School  
45 SW 13th Street  
Miami, FL 33130  
305-371-3311

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
1-5

**Year program began:**  
1964-65

**Program size:**

Grade level	# of classes	Class size
1	2	26
2	2	26
3	2	26
4	2	27
5	2	31

**Ethnic/racial breakdown of school:**  
94% Hispanic; 3% Black; 1% White; 2% Other

**Criteria for selecting and accepting students:**

The school is small and almost the entire population is LEP—therefore there is very little official selection.

**Funding sources:**

Federal and local government

**Other non-native English speakers in the program:**

Chinese, Arabic, Korean, Syrian, Haitian Creole

**Program materials available to others:**

•Materials are disseminated at the district level

**Recruitment procedures:**

The school has been officially designated a bilingual school, and parents and students are apprised of this when students enter school for the first time.

**Program objectives:**

- To produce students who will master listening, speaking, reading and writing skills both in English and in Spanish that are commensurate with their experiential and educational levels, ages and interests
- To produce students who can function easily when learning subject matter in either of the two languages and who can interact comfortably and effectively with members of both cultures within the school and community

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**  
K-5 48%

**Method of separating languages for  
instruction:**  
By teacher and subject

**Languages used for content area subjects  
and electives:**

**1-5—Spanish instruction:**

Science/Health, Safety, Math, Music, P.E., Art,  
Computer Education

**1-5—English instruction:**

Social Studies, Art, Music, P.E., Art, Computer  
Education

**Language of initial reading instruction:**  
Pre-reading skills and consonant and vowel sounds  
are taught in English in kindergarten for all  
students. After kindergarten, all other reading  
skills are taught simultaneously in both languages  
for all students.

**Instructional grouping:**  
By grade only. For the most part students  
participate together for content area instruction.

**Percent of program teachers  
proficient in both languages:**  
50%

**Percent of program staff  
proficient in both languages:**  
70%

**Additional program staff:**  
•1 full time bilingual aide

**Computer use**  
Computers are used primarily in the English  
language classrooms. All computer lab software is  
in English, and some software reinforces ESOL  
skills taught by teachers.

**PROGRAM EVALUATION**

**Evaluator:**  
Dade County Public Schools  
Office of Educational Accountability  
1444 Second Avenue  
Miami, FL 33130  
305-995-1000



**Evaluation components and procedures:***Items under assessment*

Program compliance (teacher/student allocation, monitoring of guidelines)

Teachers evaluated on instructional skills

*Procedures/Instruments*

Regular evaluation procedure for Dade County teachers

Regular evaluation procedure for Dade County teachers

<b>COMMUNITY SUPPORT AND VIEWPOINT</b>
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**Parent involvement:**

- Parent Councils and school visits
- ESOL classes for parents
- School bulletins are sent home in both languages
- PTA and advisory committee business is conducted in both languages

**Community responses to the program:**

- For the most part the community response has been favorable

**School Board's view of the program:**

- There is much commitment to the program

**Advice to start-up programs:**

- Parental and staff commitment to the program is essential
- District support of funding is basic

**The School Board of Broward County  
Broward County, Florida**

***BABES (Bilingual Acculturation for Beginning Elementary Students)***

**School:**

Broadview Elementary  
1800 SW 62nd Avenue  
Pompano Beach, FL 33068  
305-977-3300

**Contact persons:**

Ms. Mayra L. Menéndez  
Coordinator, ESOL Program  
710 South Andrews Avenue  
Ft. Lauderdale, FL 33316  
305-765-6901

Dr. Nancy G. Terrel  
Director of Multicultural Education  
710 South Andrews Avenue  
Ft. Lauderdale, FL 33316  
305-765-6901

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-4

**Year program began:**  
1990

**Grade level increases planned:**  
1992-93: K-5

**Ethnic/racial breakdown of school:**  
25% Hispanic; 21% Black; 52% White

**Criteria for selecting and accepting students:**

Students are initially selected on a first-come basis, provided they have limited or no knowledge of the second language.

**Recruitment procedures:**

Parents are informed of the project goals and objectives.

**Program size:**

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	1	30
1	1	29
2	1	29
3	1	28
4	1	28

**Funding sources:**

Title VII DBE Grant

**Program materials available to others:**

- Brochures and student profiles
- Report cards for the Spanish language component

**Program objectives:**

- Sixty percent of the students will demonstrate five months of progress in reading, math, and language arts in the English language as measured by the CTBS, in the Spanish language as measured by the SABLE, and PRE-LAS in English and Spanish for kindergarten
- To provide opportunities for the participating students to be exposed to multicultural and global education activities in order to promote cultural understanding
- To provide opportunities for limited English proficient Hispanic and American parents to be actively involved in multicultural events and other related school activities designed to gain knowledge of their children's education process
- To train prospective staff and other related school district personnel in the use of dual language curriculum, multicultural and global education, and ESOL methodologies
- To provide thorough evaluative activities in order to document:
  - a) project participants' progress against the norm for standardized instruments
  - b) reliable use of evaluation instruments that are appropriate for age, grade, language, degree of language proficiency, and background of participants
  - c) objective measures of educational progress related to tests of academic achievement in reading and math, as well as grade retention, drop-out, absenteeism, and referrals to special education or gifted programs
  - d) academic achievement of current participants
  - e) the amount of time students received instructional services in the project and in another institutional setting
  - f) the educational background, needs, and competencies of project students
  - g) special education activities undertaken and pedagogical materials, methods, and techniques used in the programs
  - h) educational and professional qualifications of staff, including language competencies
  - i) activities to improve pre-referral evaluation and programs for the handicapped or gifted and talented students

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**  
K-4                      50%

**Method of separating languages  
for instruction:**  
By subject

**Instructional grouping:**  
Students are grouped by reading levels. Students  
are integrated during content instruction.

**Percent of program teachers  
proficient in both languages:**  
75%

**Percent of program staff  
proficient in both languages:**  
90%

**Languages used for content area subjects and electives:*****K-1—Spanish instruction:***

Math, Science, Social Studies

***K-1—English instruction:***

Math, Science, Social Studies, P.E., Art, Media Center

***2—Spanish instruction:***

Math, Science, Social Studies, P.E.

***2—English instruction:***

Math, Science, P.E., Art, Media Center

***3—Spanish instruction:***

Math, Science, Social Studies

***3—English instruction:***

Math, Science, Social Studies, P.E., Art, Media Center

***4—Spanish instruction:***

Math, Science, Social Studies, Health

***4—English instruction:***

Math, Science, Social Studies, P.E., Art, Media Center, Music, Language Arts

**Additional program staff:**

- 1 full time resource teacher
- 3 full time bilingual aides
- 1 full time clerical worker

**Computer use:**

Computer use in both languages

**Curriculum/materials development:**

The project resource teacher is in the process of developing a resource guide for next year.

**Language of initial reading instruction:*****Spanish speakers:***

Spanish

***English speakers:***

English

PROGRAM EVALUATION
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**Evaluator:**

Dr. Marisal Gavilan  
Associate Professor of Education  
Florida International University  
TM-201-A  
Miami, FL 33199  
305-348-2097

**Evaluation components and procedures*****Items under assessment:***

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

Other

***Procedures/Instruments:***

SABE, BSM, BSM II, PRE-LAS

CTBS, BSM, BSM II, PRE-LAS

Minimum Basic Skills Test

Minimum Basic Skills Test

Questionnaire

Global Questionnaire

ITBS

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Parent Councils, school visits, classroom assistance, and language classes
- Parents are invited to participate in special activities and to volunteer whenever possible

**Community responses to the program:**

- The community has shown great interest in and support for the program

**School Board's view of the program:**

- The Board believes that the program will enhance the curriculum and improve multicultural relations

**Advice to start-up programs:**

- Identify which subject area and/or skills will be taught in each language before students are identified

**Most important features of the program:**

- Administrative support
- Parent cooperation
- Teacher enthusiasm
- The program has proven a great success in a relatively short amount of time
- Cultural acculturation of both linguistic communities with an appreciation for important components of South Florida's growing minority population

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**Chicago Public Schools  
Chicago, Illinois**

***Inter-American Magnet School***

**School:**

Inter-American Magnet School  
919 West Barry Avenue  
Chicago, IL 60657  
312-534-5490

**Contact persons:**

Eva Helwing, Principal  
Inter-American Magnet School  
919 West Barry Avenue  
Chicago, IL 60657  
312-534-5490

Kathleen Pino, Resource Teacher  
Inter-American Magnet School  
919 West Barry Avenue  
Chicago, IL 60657  
312-534-5490

**BACKGROUND INFORMATION**

**Languages used in the program:**

Spanish/English

**Year program began:**

1975

**Ethnic/racial breakdown of school:**

65% Hispanic; 10% Black; 22% White; 1% Asian;  
2% American Indian

**Criteria for selecting and accepting students:**

Students are chosen by a Board run lottery—for desegregation purposes—based on ethnic group and gender. The lottery also generates the waiting list.

**Other non-native English speakers in the program:**

Urdu, Hindi, German

**Recruitment procedures:**

Word of mouth. In the past, notices have been sent to preschools, day care, local (neighborhood) newspapers, etc., particularly in Spanish-speaking neighborhoods. There is no need to do this anymore, since we have hundreds of students on our waiting list.

**Grade level(s) of the program:**

Pre-K-8

**Program size:**

Grade level	# of Classes	Class size
Pre-K	4	20
K	2	32
1	3	22
2	3	23
3	3	22
4	3	20
5	3	21
6	3	23
7	3	21
8	3	20

**Funding sources:**

Chicago Public Schools (general funding), State Bilingual Funds, Federal Desegregation Funds, some State Chapter I Funds

**Program materials available to others:**

- Brochure
- Handbook for parents (in process)
- Manual for teachers (in process)
- Curriculum Guide on Dual Language Immersion (available from Chicago Public Schools)

**Program objectives:**

- To promote bilingual/multicultural education as a means of developing competent citizens in a pluralistic world
- Limited English proficient, limited Spanish proficient, and bilingual speakers will develop and maintain fluency and literacy skills in English and Spanish
- Students will affirm the values of their own cultural heritage while acquiring an understanding, appreciation, and acceptance of other cultures
- A model bilingual curriculum will be developed and implemented following the scope and sequence of the curriculum of the Chicago Public Schools, integrating into all subject areas the history, contributions, and cultures of the peoples of the Americas
- In order to achieve their fullest potential, Inter-American students will be provided with a well-balanced curriculum, including studies reflecting the technological and scientific advances of our society

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

Pre-K	95%
K-1	90%
2-3	80%
4-5	50-60%
6-8	40-50%

**Method of separating languages for instruction:**

Program is trying to integrate subject matter through third grade in Spanish. English Language Arts is the only subject through third grade taught in English. From grades 4-8, teachers teach on alternate days in English and Spanish.

**Instructional grouping:**

Homogeneous groups of students for language arts in Spanish and English; heterogeneous groups for all other areas. Students are integrated during content instruction except for language arts.

**Percent of program teachers proficient in both languages:**  
90%

**Percent of program staff proficient in both languages:**  
80%

**Additional program staff:**

- 1 full time resource teacher
- 4 full time bilingual aides
- 1 full time counselor
- 1 full time assistant principal with teaching duties



**Languages used for content area subjects and electives:**

***Pre-K-2—Spanish instruction:***

Social Studies, Science, Math, Library, Language Arts, Gym, Music

***Pre-K-1—English instruction:***

English, Gym, Music

***2—English instruction:***

Social Studies, Science, Math, Gym, Music, Computers, Language Arts

***3—Spanish instruction:***

Social Studies, Science, Math, Library, Language Arts, Gym, Computers, Music

***3—English instruction:***

Language Arts, Gym, Computers, Music

***4-5—Spanish instruction:***

Social Studies, Science, Math, Art, Music, Computers, Gym, Spanish Language Arts

***4-5—English instruction:***

Social Studies, Science, Math, Art, Music, Computers, Gym, English Language Arts

***6—Spanish instruction:***

Social Studies, Math, Science, Library, Gym, Cultural Arts

***6—English instruction:***

Social Studies, Math, Science, Library, Gym, Computers

***7-8—Spanish instruction:***

Science, Math, Language Arts, Gym, Library

***7-8—English instruction:***

Social Studies, Science, Math, Language Arts, Gym, Library

**Language of initial reading instruction:**

***Spanish speakers:***

Spanish

***English speakers:***

English

**Computer use:**

Computer use in English and Spanish

**Curriculum/materials development:**

Teachers, teacher aides, and student teachers have developed curricula relating/integrating social studies and the cultures of the peoples of the Americas. A curriculum guide for Dual Language Immersion has been developed by Chicago Public Schools with teachers from Inter-American.

**PROGRAM EVALUATION**

**Evaluator:**

Dr. Barbara U. Kirk  
Department of Teacher Education  
Central Michigan University  
Mount Pleasant, MI 48859

## ILLINOIS

### Evaluation components and procedures:

#### *Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

#### *Procedures/Instruments*

La Prueba

LAS, FLA

La Prueba

ITBS, IGAP

Character Education Program

### COMMUNITY SUPPORT AND VIEWPOINT

#### **Parent involvement:**

- Parent Councils, school visits, classroom assistance, and language classes
- Parents are involved in fundraisers, tutoring, the after school social center, and the local school council
- Parents can hire and fire the principal

#### **Community responses to the program:**

- Favorable—we now have a good reputation
- We are becoming known in Chicago as an effective, desirable program
- We now have middle and upper middle class parents interested
- We have many visitors, educators, and others interested in the program

#### **School Board's view of the program:**

- They view our school as a successful model, worthy of emulation. At the same time though, we have to constantly struggle with the "system" to maintain what we have—staff, funding, etc.—and to justify why we are different

#### **Advice to start-up programs:**

- Have faith!
- Be convinced of your goals
- You need to have a supportive administration
- Parent involvement, understanding, and cooperation are essential
- It works and it is better for both groups!

#### **Most important feature of the program:**

- We are not static—we constantly self-evaluate and have new "blood"—new teachers and families who keep us on our toes

**Chicago Public Schools  
Chicago, Illinois**

***Dual Language Immersion Program***

**School:**

Sabin Magnet School  
2216 West Hirsch  
Chicago, IL 60622  
312-534-4491

**Contact persons:**

Edward Peacock, Principal  
Sabin Magnet School  
2216 West Hirsch  
Chicago, IL 60622  
312-534-4491

Maria Pfeifer  
Sabin Magnet School  
2216 West Hirsch  
Chicago, IL 60622  
312-534-4491

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-8

**Year program began:**  
1983

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	2	56 (total)
1	2	60 (total)
2	2	60 (total)
3	2	60 (total)
4	2	60 (total)
5	2	60 (total)
6	2	60 (total)
7	2	60 (total)
8	2	60 (total)

**Ethnic/racial breakdown of school:**  
67% Hispanic; 10% Black; 20% White; 3% Asian

**Criteria for selecting and accepting students:**

***Spanish speakers:***

Half of the students are category A (beginners in English) to assure a 50-50 proportion

**Other non-native English speakers in the program:**

Arabic, Vietnamese, Filipino, Chinese

**Recruitment procedures:**

- Magnet school
- Word of mouth

**Funding sources:**  
Desegregation funds

**Program materials available to others:**  
•*Sabin 2000*—a pamphlet which describes the school's program

**Program objectives:**

- Native speakers will maintain proficiency and attain literacy
- Non-native speakers place out of 1-2 years of high school Spanish
- Both groups of students will appreciate one another's culture

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K-1	75%
2	50%
3	35%
4	25%
5-6	20%
7-8	25%

**Method of separating languages for instruction:**

By subject at the lower grades; by teacher at the upper grades, depending on teacher's proficiency in the target language

**Languages used for content area subjects and electives:**

**K-2—Spanish instruction:**

Language Arts, Social Studies, Math, Science

**K-2—English instruction:**

Language Arts, Social Studies, Math, Science, Music, Gym, Library

**3-4—Spanish instruction:**

Language Arts, Math, Science

**3-4—English instruction:**

Language Arts, Social Studies, Math, Science, Music, Gym, Library,

**5-8—Spanish instruction:**

Language Arts

**5-8—English instruction:**

Language Arts, Social Studies, Science, Math, Music, Gym, Library

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Students are grouped heterogeneously by ability. In some cases there are two grade levels in the same class. Students are separated for language arts instruction with Spanish speakers receiving their language arts instruction in that language while English speakers receive English instruction.

**Percent of program teachers proficient in both languages:**  
80%

**Percent of program staff proficient in both languages:**  
95%

**Additional program staff:**

- 3 full time resource teachers
- 6 bilingual aides

**Computer use:**

Computer use in English

**Curriculum/materials development:**

Classroom and resource teachers have developed curricula. In order to provide for discussion about literary works in both English and Spanish, a reading list is being developed to enrich our two-way program.

PROGRAM EVALUATION
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**Evaluator:**

Edward Peacock, Principal  
 Sabin Magnet School  
 2216 West Hirsch  
 Chicago, IL 60622

**Evaluation components and procedures:***Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

*Procedures/Instruments*

LAS

LAS

CTBS Español

ITBS, IGAP

Small group sessions with counselor

COMMUNITY SUPPORT AND VIEWPOINT
---------------------------------

**Parent involvement:**

- Parent Councils, school visits, classroom assistance, language classes
- Parents receive computer training in exchange for time volunteered in the classroom
- Parents also participate in leading seminar discussions about literary works

**Community responses to the program:**

- Very positive
- Waiting list of applicants

**Advice to start-up programs:**

- Make sure it is something that teachers who are hired firmly believe in

**Most important features of the program:**

- Consistency of having instruction in both languages year after year
- Continued efforts to fine tune the program

**District 299 — Chicago Public Schools  
Chicago, Illinois**

***Title VII Developmental Bilingual Education Program\****

**School:**

Joseph Brennenmann School  
4251 North Clarendon Avenue  
Chicago, IL 60613  
312-534-5766

**Contact persons:**

Janet Nolan  
Manager, Instructional Support  
Department of Language &  
Cultural Education 6-W (S)  
1819 West Pershing Road  
Chicago, IL 60609  
312-535-8060

Fernando Martinez  
Contact Person, Administration  
Department of Language &  
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1819 West Pershing Road  
Chicago, IL 60609  
312-535-8060

Dr. Rodolfo Serna  
Assistant Superintendent  
Department of Language &  
Cultural Education 6-W (S)  
1819 West Pershing Road  
Chicago, IL 60609  
312-535-8060

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-1

**Year program began:**  
1991

**Grade level increases planned:**  
The program will expand one grade level per year.

**Ethnic/racial breakdown of school:**  
30.31% Hispanic; 54.71% Black; 6.28% White;  
7.39% Asian

**Program size:**

Grade level	# of Classes	Class size
K	2	50 (total)
1	2	48 (total)

**Criteria for selecting and accepting students:**  
First come-first served basis. Selection is also based on a need to balance the two languages.

**Funding sources:**  
Local funds and Title VII (DBE) supplemental funds; Chapter I supplemental funds

**Other non-native English speakers in the program:**  
Pashto

**Program materials available to others:**  
•Dual Language Immersion Handbook, available from Chicago Public Schools

**Recruitment procedures:**  
•Letters are sent home  
•Special meetings

*\*There are 6 schools in District 299-Chicago Public Schools with Title VII Developmental Bilingual Education funded programs. Each school has a separate entry.*

**Program objectives:**

- Develop fluency and literacy in Spanish and English
- Achieve at grade level in all subject areas
- Develop cross-cultural appreciation and skills

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**  
K-1 50%

**Method of separating languages  
for instruction:**  
By teacher

**Languages used for content area subjects  
and electives:**

**K-1—Spanish instruction:**

Reading, Math, Social Studies, Art, Music

**K-1—English instruction:**

Reading, Gym, Library, Math, Science

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Kindergarten—reading only; Grade 1—reading and math. Students are integrated during content instruction, except for reading and math.

**Percent of program teachers  
proficient in both languages:**  
60%

**Percent of program staff  
proficient in both languages:**  
60%

**Additional program staff:**  
•1 half time resource teacher

**Computer use:**

Kindergarten: English only

Grade 1: English and Spanish

**PROGRAM EVALUATION**

**Evaluator:**

Carlos Rosa

Department of Research, Evaluation, and Planning

Chicago Public Schools

1819 West Pershing Road

Chicago, IL 60609

312-535-4038

**Evaluation components and procedures:***Items under assessment*

Spanish proficiency

*Procedures/Instruments*

Pre-LAS

English proficiency

Pre-LAS

Academic achievement in Spanish

Boehm

Academic achievement in English

Boehm

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- School visits and classroom assistance

**Community responses to the program:**

- Very positive so far

**School Board's view of the program:**

- Supportive—the proposal was developed centrally with School Board approval
- Under local school control and school reform, local schools may opt for this program
- The Department of Language and Cultural Education offers technical assistance and instructional support

**Advice to start-up programs:**

- Start programs at the pre-school level
- More start-up time before implementing program
- More in-services which relate to scheduling of classes
- Make sure all staff is committed to stay in the program and that they understand and accept the needs of the children
- Staff should have ESL or Bilingual endorsements or strong backgrounds in working with LEP students

**Most important features of the program:**

- Strong, positive connection among self-esteem, acceptance of other cultures, and awareness of other cultures
- Many low-income families involved
- Many African-Americans participating in the program
- Additive nature of language(s) and culture(s)
- Neither group of children is isolated/segregated



**District 299 — Chicago Public Schools  
Chicago, Illinois**

***Title VII Developmental Bilingual Education Program\****

**School:**

John McCutcheon  
4865 North Sheridan Road  
Chicago, IL 60640  
312-534-2680

**Contact persons:**

Janet Nolan  
Manager, Instructional Support  
Department of Language &  
Cultural Education 6-W (S)  
1819 West Pershing Road  
Chicago, IL 60609  
312-535-8060

Fernando Martinez  
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1819 West Pershing Road  
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312-535-8060

Dr. Rodolfo Serna  
Assistant Superintendent  
Department of Language &  
Cultural Education 6-W (S)  
1819 West Pershing Road  
Chicago, IL 60609  
312-535-8060

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-1

**Year program began:**  
1991

**Grade level increases planned:**  
The program will expand one grade level per year.

**Ethnic/racial breakdown of school:**  
18% Hispanic; 46% Black; 7% White; 28% Asian

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	1	24
1	1	26

**Criteria for selecting and accepting students:**  
First come-first served basis. Selection is also based on a need to balance the two languages.

**Funding sources:**  
Local funds and Title VII (DBE) supplemental funds; Chapter I supplemental funds

**Other non-native English speakers in the program:**  
Vietnamese, Cambodian

**Program materials available to others:**  
•Dual Language Immersion Handbook, available from Chicago Public Schools

**Recruitment procedures:**  
Applications are sent home

*\*There are 6 schools in District 299-Chicago Public Schools with Title VII Developmental Bilingual Education funded programs. Each school has a separate entry.*

**Program objectives:**

- Develop fluency and literacy in Spanish and English
- Achieve at grade level in all subject areas
- Develop cross-cultural appreciation and skills

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**  
K-1                      50%

**Method of separating languages  
for instruction:**  
By teacher

**Languages used for content area subjects  
and electives:**

***K-1—Spanish instruction:***

Language Arts, Math, Science

***K—English instruction:***

Language Arts, Math, Science, Gym, Music

***1—English instruction:***

Language Arts, Math, Science, Gym, Music, Art

**Language of initial reading instruction:**

***Spanish speakers:***

Spanish

***English speakers:***

English

**Instructional grouping:**

Kindergarten: students grouped for reading only.  
Students are integrated during content instruction.

**Percent of program teachers  
proficient in both languages:**  
50%

**Percent of program staff  
proficient in both languages:**  
70%

**Additional program staff:**

•1 half time resource teacher

**Computer use:**

Kindergarten—English only

**Curriculum/materials development:**

Chicago Public Schools Department of Curriculum  
developed the Dual Language Immersion  
Handbook

**PROGRAM EVALUATION**

**Evaluator:**

Carlos Rosa

Department of Research, Evaluation, and Planning

Chicago Public Schools

1819 West Pershing Road

Chicago, IL 60609

312-535-4038

**Evaluation components and procedures:***Items under assessment*

Spanish proficiency

*Procedures/Instruments*

Pre-LAS

English proficiency

Pre-LAS

Academic achievement in Spanish

Boehm

Academic achievement in English

Boehm

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- School visits and classroom assistance
- Open House
- Parent Conference

**Community responses to the program:**

- Positive

**School Board's view of the program:**

- Under local school control and school reform, local schools may opt for this program
- The Department of Language and Cultural Education offers technical assistance and instructional support

**Advice to start-up programs:**

- In kindergarten the two-way program should be a full day instead of a half day

**Most important feature of the program:**

- Good rapport among program teachers

**District 299 — Chicago Public Schools  
Chicago, Illinois**

***Title VII Developmental Bilingual Education Program\****

**School:**

Helen C. Peirce  
1423 West Bryn Mawr Avenue  
Chicago, IL 60660  
312-534-2440

**Contact persons:**

Janet Nolan  
Manager, Instructional Support  
Department of Language &  
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Chicago, IL 60609  
312-535-8060

Fernando Martinez  
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1819 West Pershing Road  
Chicago, IL 60609  
312-535-8060

Dr. Rodolfo Serna  
Assistant Superintendent  
Department of Language &  
Cultural Education 6-W (S)  
1819 West Pershing Road  
Chicago, IL 60609  
312-535-8060

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-1

**Year program began:**  
1991

**Grade level increases planned:**  
The program will expand one grade level per year.

**Ethnic/racial breakdown of school:**  
61% Hispanic; 14% Black; 14% White; 11% Asian

**Program size:**

Grade level	# of Classes	Class size
K	2	25 (average)
1	2	27 (average)

**Criteria for selecting and accepting students:**

First come-first served basis. Selection is also based on a need to balance the two languages.

**Funding sources:**

Local funds and Title VII (DBE) supplemental funds; Chapter I supplemental funds

**Other non-native English speakers in the program:**  
Arabic, Assyrian

**Program materials available to others:**

•Dual Language Immersion Handbook, available from Chicago Public Schools

**Recruitment procedures:**

Parent meetings are held at the local schools to acquaint them with the program. Then they apply to participate.

*\*There are 6 schools in District 299-Chicago Public Schools with Title VII Developmental Bilingual Education funded programs. Each school has a separate entry.*

**Program objectives:**

- Develop fluency and literacy in Spanish and English
- Achieve at grade level in all subject areas
- Develop cross-cultural appreciation and skills

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**  
K-1                      50%

**Method of separating languages  
for instruction:**  
By teacher

**Languages used for content area subjects  
and electives:**

**K—Spanish instruction:**

Interdisciplinary, Music

**K—English instruction:**

Interdisciplinary, P.E., Library, Art, Music

**1—Spanish instruction:**

Language Arts/Reading, Math, Social Studies,  
Science, Music, Library

**1—English instruction:**

Language Arts/Reading, Math, Social Studies,  
Science, Music, Library, Art, Gym, Health

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Kindergarten—students grouped for reading only;  
Grade 1—students grouped for reading and math.  
Students are integrated except for reading and math  
in first grade.

**Percent of program teachers  
proficient in both languages:**  
50%

**Percent of program staff  
proficient in both languages:**  
70%

**Additional program staff:**

- 1 part time bilingual aide
- 1 half time resource teacher

**Computer use:**

Kindergarten: English only

Grade 1: English and Spanish

**PROGRAM EVALUATION**

**Evaluator:**

Carlos Rosa

Department of Research, Evaluation, and Planning

Chicago Public Schools

1819 West Pershing Road

Chicago, IL 60609

312-535-4038

**Evaluation components and procedures:***Items under assessment**Procedures/Instruments*

Spanish proficiency

Pre-LAS

English proficiency

Pre-LAS

Academic achievement in Spanish

Boehm

Academic achievement in English

Boehm

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- School visits and classroom assistance
- Parent volunteer program

**Community responses to the program:**

- Great interest and support

**School Board's view of the program:**

- Under local school control and school reform, local schools may opt for this program
- The Department of Language and Cultural Education offers technical assistance and instructional support

**Advice to start-up programs:**

- Plan in advance of program start
- Provide parent workshops

**Most important features of the program:**

- Dedicated and flexible teachers
- Supportive administration
- Excellent parent participation

**District 299 — Chicago Public Schools  
Chicago, Illinois**

***Title VII Developmental Bilingual Education Program\****

**School:**

George Pullman Elementary  
11131 South Forrestville Avenue  
Chicago, IL 60613  
312-535-5395

**Contact persons:**

Janet Nolan  
Manager, Instructional Support  
Department of Language &  
Cultural Education 6-W (S)  
1819 West Pershing Road  
Chicago, IL 60609  
312-535-8060

Fernando Martinez  
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Dr. Rodolfo Serna  
Assistant Superintendent  
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1819 West Pershing Road  
Chicago, IL 60609  
312-535-8060

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-1

**Year program began:**  
1991

**Grade level increases planned:**  
The program will expand one grade level per year.

**Ethnic/racial breakdown of school:**  
35% Hispanic; 60% Black; 3% White; 2% Asian

**Program size:**

Grade level	# of Classes	Class size
K	1	28
1	1	26

**Criteria for selecting and accepting students:**  
First come-first served basis. Selection is also based on a need to balance the two languages.

**Funding sources:**  
Local funds and Title VII (DBE) supplemental funds; Chapter I supplemental funds

**Recruitment procedures:**  
Parental option at kindergarten registration

**Program materials available to others:**  
•Dual Language Immersion Handbook, available from Chicago Public Schools

*\*There are 6 schools in District 299-Chicago Public Schools with Title VII Developmental Bilingual Education funded programs. Each school has a separate entry.*

**Program objectives:**

- Develop fluency and literacy in Spanish and English
- Achieve at grade level in all subject areas
- Develop cross-cultural appreciation and skills

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**

K 30%  
1 50%

**Method of separating languages  
for instruction:**

K: by teacher; 1: by subject

**Languages used for content area subjects  
and electives:**

**K—Spanish and English:**  
Language Arts and Mathematics

**K—English:**  
Gym, Music, Library

**1—Spanish and English:**  
All content areas

**Instructional grouping:**

Students are integrated for content instruction.

**Percent of program teachers  
proficient in both languages:**  
50%

**Percent of program staff  
proficient in both languages:**  
75%

**Additional program staff:**  
•1 half time resource teacher

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish and English

**English speakers:**

Spanish and English

**PROGRAM EVALIATION**

**Evaluator:**

Carlos Rosa

Department of Research, Evaluation, and Planning

Chicago Public Schools

1819 West Pershing Road

Chicago, IL 60609

312-535-4038



**Evaluation components and procedures:***Items under assessment*

Spanish proficiency

*Procedures/Instruments*

Pre-LAS

English proficiency

Pre-LAS

Academic achievement in Spanish

Boehm

Academic achievement in English

Boehm

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- School visits and classroom assistance

**Community responses to the program:**

- They love it! Before the developmental bilingual education program was introduced, there was a gap between Spanish-dominant and English-dominant parents. That gap is now narrowing because of the program

**School Board's view of the program:**

- Under local school control and school reform, local schools may opt for this program
- The Department of Language and Cultural Education offers technical assistance and instructional support

**Advice to start-up programs:**

- Begin the program with everything and everyone in place
- Kindergartens should have a minimum of two persons who are proficient in both languages

**Most important features of the program:**

- Students are taught to respect that which is different
- Students are acquainted with that which is different

**District 299 — Chicago Public Schools  
Chicago, Illinois**

***Title VII Developmental Bilingual Education Program\****

**School:**

Frank W. Reilly School  
3650 West School Street  
Chicago, IL 60618  
312-534-5250

**Contact persons:**

Janet Nolan  
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Department of Language &  
Cultural Education 6-W (S)  
1819 West Pershing Road  
Chicago, IL 60609  
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Assistant Superintendent  
Department of Language &  
Cultural Education 6-W (S)  
1819 West Pershing Road  
Chicago, IL 60609  
312-535-8060

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-1

**Year program began:**  
1991

**Grade level increases planned:**  
The program will expand one grade level per year.

**Ethnic/racial breakdown of school:**  
53% Hispanic; 3% Black; 41% White; 2% Asian;  
1% American Indian

**Program size:**

Grade level	# of Classes	Class size
K	1	40
1	1	38

**Criteria for selecting and accepting students:**  
First come—first served basis. Selection is also based on a need to balance the two languages.

**Funding sources:**  
Local funds and Title VII (DBE) supplemental funds; Chapter I supplemental funds

**Recruitment procedures:**  
•Applications are sent home  
•Meetings with parents

**Program materials available to others:**  
•Dual Language Immersion Handbook, available from Chicago Public Schools

*\*There are 6 schools in District 299-Chicago Public Schools with Title VII Developmental Bilingual Education funded programs. Each school has a separate entry.*

**Program objectives:**

- Develop fluency and literacy in Spanish and English
- Achieve at grade level in all subject areas
- Develop cross-cultural appreciation and skills

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**  
K-1                      70%

**Method of separating languages  
for instruction:**  
By teacher

**Languages used for content area subjects  
and electives:**

**K—Spanish instruction:**  
Reading/Language Arts, Social Studies, Science,  
Math

**K—English instruction:**  
Reading/Language Arts, Social Studies, Science,  
Math, Gym, Music

**1—Spanish instruction:**  
Reading/Language Arts, Social Studies, Science,  
Math, Music, Art

**1—English instruction:**  
Reading/Language Arts, Social Studies, Science,  
Math, Gym, Music, Art, Drama

**Language of initial reading instruction:**

**Spanish speakers:**  
Spanish

**English speakers:**  
English

**Instructional grouping:**

Kindergarten—students grouped for reading only;  
Grade 1—reading and math. Students are  
integrated during content instruction, except for  
reading and math.

**Percent of program teachers  
proficient in both languages:**  
50%

**Percent of program staff  
proficient in both languages:**  
50%

**Additional program staff:**  
•1 part time resource teacher

**Computer use:**  
Kindergarten: English only  
Grade 1: English and Spanish

**PROGRAM EVALUATION**

**Evaluator**

Carlos Rosa  
Department of Research, Evaluation, and Planning  
Chicago Public Schools  
1819 West Pershing Road  
Chicago, IL 60609  
312-535-4038

**Evaluation components and procedures:***Items under assessment**Procedures/Instruments*

Spanish proficiency

Pre-LAS

English proficiency

Pre-LAS

Academic achievement in Spanish

Roehm

Academic achievement in English

Boehm

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- School visits and classroom assistance

**Community responses to the program:**

- English-speaking parents are distrustful
- Spanish-speaking parents are very positive about the program

**School Board's view of the program:**

- Under local school control and school reform, local schools may opt for this program
- The Department of Language and Cultural Education offers technical assistance and instructional support

**Advice to start-up programs:**

- Clear organization
- A meeting for English parents before school begins and translated into Spanish
- Literature for parents
- Provide sufficient technical assistance

**Most important feature of the program:**

- The opportunity to learn two languages

**District 299 — Chicago Public Schools  
Chicago, Illinois**

***Title VII Developmental Bilingual Education Program\****

**School:**

Irma Ruiz  
2410 South Leavitt  
Chicago, IL 60608  
312-535-4825

**Contact persons:**

Janet Nolan  
Manager, Instructional Support  
Department of Language &  
Cultural Education 6-W (S)  
1819 West Pershing Road  
Chicago, IL 60609  
312-535-8060

Fernando Martinez  
Contact Person, Administration  
Department of Language &  
Cultural Education 6-W (S)  
1819 West Pershing Road  
Chicago, IL 60609  
312-535-8060

Dr. Rodolfo Serna  
Assistant Superintendent  
Department of Language &  
Cultural Education 6-W (S)  
1819 West Pershing Road  
Chicago, IL 60609  
312-535-8060

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-1

**Year program began:**  
1991

**Grade level increases planned:**  
The program will expand one grade level per year.

**Ethnic/racial breakdown of school:**  
95.8% Hispanic; <1% Black; 3.7% White;  
<1% Asian

**Program size:**

Grade level	# of Classes	Class size
K	2	26 (average)
1	2	26 (average)

**Criteria for selecting and accepting students:**  
First come-first served basis. Selection is also based on a need to balance the two languages

**Funding sources:**  
Local funds and Title VII (DBE) supplemental funds; Chapter I supplemental funds

**Other non-native English speakers in the program:**  
None

**Program materials available to others:**  
•Dual Language Immersion Handbook, available from Chicago Public Schools

**Recruitment procedures:**  
Teacher to parent contact through evening meetings or by telephone

*\*There are 6 schools in District 299-Chicago Public Schools with Title VII Developmental Bilingual Education funded programs. Each school has a separate entry.*

**Program objectives:**

- Develop fluency and literacy in Spanish and English
- Achieve at grade level in all subject areas
- Develop cross-cultural appreciation and skills

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**  
K-1                      50%

**Method of separating languages  
for instruction:**  
By teacher

**Languages used for content area subjects  
and electives:**  
**K—Spanish instruction:**  
Reading Readiness, Social Studies, Math, Science  
**K—English instruction:**  
Reading Readiness, Social Studies, Math, Science,  
Gym  
**1—Spanish instruction:**  
Reading/Language Arts, Math, Social Studies,  
Science, Creative Writing  
**1—English instruction:**  
Reading/Language Arts, Math, Social Studies,  
Science, Creative Writing, Gym, Music

**Language of initial reading instruction:**  
**Spanish speakers:**  
Spanish  
**English speakers:**  
English

**Instructional grouping:**  
Kindergarten students are grouped for reading  
only. Students are integrated during content  
instruction.

**Percent of program teachers  
proficient in both languages:**  
50%

**Percent of program staff  
proficient in both languages:**  
50%

**Additional program staff:**  
•1 part time resource teacher  
•2 part time bilingual aides  
•Kindergarten and first grade have 1 monolingual  
teacher, 1 bilingual teacher, and 2 half time  
bilingual aides

**Computer use:**  
Kindergarten: English only

**Curriculum/materials development:**  
Chicago Public Schools Department of Curriculum  
developed Dual Language Immersion Handbook.

**PROGRAM EVALUATION**

**Evaluator:**  
Carlos Rosa  
Department of Research, Evaluation, and Planning  
Chicago Public Schools  
1819 West Pershing Road  
Chicago, IL 60609  
312-535-4038

**Evaluation components and procedures:***Items under assessment**Procedures/Instruments*

Spanish proficiency

Pre-LAS

English proficiency

Pre-LAS

Academic achievement in Spanish

Boehm

Academic achievement in English

Boehm

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- School visits and classroom assistance
- One-on-one instruction, homework assistance
- Classroom volunteers

**Community responses to the program:**

- Very positive; interest and questions have come up on expansion of the program

**School Board's view of the program:**

- Under local school control and school reform, local schools may opt for this program
- The Department of Language and Cultural Education offers technical assistance and instructional support

**Advice to start-up programs:**

- Allow plenty of time for teachers to meet prior to start up
- Teachers need to be able to conceptualize the program and develop curriculum

**Most important features of the program:**

- Teachers and administrators are very involved in making the program successful
- Teachers meet on a regular basis to plan lessons and work cooperatively
- Long range plans are to develop Spanish classes for English-speaking parents. We already have a literacy program for Spanish parents. We are also thinking of developing parent evaluation forms for the program. We would like to develop the school's own evaluation form for the program

**Boston Public Schools  
Boston, Massachusetts**

***Two-Way Integrated Bilingual Program***

**School:**

Agassiz School  
20 Child Street  
Jamaica Plain, MA 02130  
617-524-0360

**Contact person:**

Alfred Nuñez, Principal  
Agassiz School  
20 Child Street  
Jamaica Plain, MA 02130  
617-524-0360

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-1

**Year program began:**  
1991

**Grade level increases planned:**  
May expand to 2nd and 3rd grades

**Ethnic/racial breakdown of school:**  
60% Hispanic; 27% Black; 12% White; 1% Asian

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	2	25
1	2	25

**Criteria for selecting and accepting students:**  
Preference for those who are in K-1

**Funding sources:**  
State funding through the Vecinos program for integration; district funds

**Recruitment procedures:**  
Parental choice

**Program materials available to others:**  
•Brochures in English and Spanish



**Program objectives:**

- To provide the highest quality program available
- For children to become sensitive and respectful of each other's cultures
- To be able to use both languages in content area instruction

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K 80%  
1 70%

**Method of separating languages for instruction:**

By teacher

**Languages used for content area subjects and electives:**

Reading and Science are taught in both Spanish and English.

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Students are integrated during content instruction.

**Percent of program teachers proficient in both languages:**

100%

**Percent of program staff proficient in both languages:**

50%

**Additional program staff:**

- 3 full time resource teachers
- 3 bilingual aides
- 1 monolingual English aide
- 1 special education monolingual teaching assistant

**Computer use:**

Computer use in English

**PROGRAM EVALUATION**

**Evaluator:**

The state will assist with the evaluation to assess how far the program has progressed.

**Evaluation components and procedures:**

Using qualitative methods of assessment. Assessment items and procedures to be determined.

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- School parent council meets once a month
- Parent volunteers
- Parent Center at school

**Community responses to the program:**

- Very supportive of the idea

**School Board's view of the program:**

- The School Board gave their approval

**Advice to start-up programs:**

- Need to educate people of the benefits of the program
- A lot of planning a year in advance
- Commitment

**Most important feature of the program:**

- Higher attendance has resulted from the program

**Boston Public Schools  
Boston, Massachusetts**

***Multicultural Cluster***

**School:**

Grover Cleveland  
11 Charles Street  
Dorchester, MA 02122  
617-825-9201

**Contact person:**

Maria Iglesias, Director of Instruction  
Grover Cleveland  
11 Charles Street  
Dorchester, MA 02122  
617-825-9201

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
6-8

**Year program began:**  
1990

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
6	2	41
7	1	16
8	2	23

**Ethnic/racial breakdown of school:**  
25% Hispanic; 58% Black; 12% White;  
4% Asian; 1% American Indian

**Funding sources:**  
General school funds; City funds

**Criteria for selecting and accepting students:**

Student and parent interest; teacher recommendation

**Program materials available to others:**

- Pamphlets
- One page information sheet

**Recruitment procedures:**

- The program is part of the Boston Public Schools choice plan
- The program is listed on an application that is sent to parents
- Teachers and students visit feeder schools with a slide show, distribute pamphlets, and answer questions

**Program objectives:**

- To foster a school environment where all students learn and develop in an integrated setting
- To broaden and expand learning by fostering English and Spanish proficiency, cultural enrichment, and content area instruction

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

6-8 20%

**Method of separating languages for instruction:**

Content area instruction is conducted in both languages.

**Languages used for content area subjects and electives:**

**6-8—Spanish instruction:**

Math; Science; Social Studies; Spanish/SSL

**6-8—English instruction:**

Math; Science; Social Studies; Reading;

English/ESL

**Instructional grouping:**

Students are integrated during content instruction except for ESL and SSL instruction.

**Percent of program teachers proficient in both languages:**

83%

**Percent of school staff proficient in both languages:**

83%

**Additional program staff:**

•1 bilingual counselor

•1 bilingual psychologist

**Computer use:**

Computer use in English

**Curriculum/materials development:**

Working on developing curricula

**PROGRAM EVALUATION**

**Evaluator:**

An evaluation plan is being developed.

**Evaluation components and procedures:***Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

*Procedures/Instruments*

Spanish Cloze

English Cloze, IPT

Idea Oral Language Proficiency Test

Spanish Cloze, SABE

DRP, MAT, Stanford Reading Comprehension

Teacher observations, Anecdotal records

Teacher observations, Anecdotal records

Teacher observations, Anecdotal records

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Working to expand parent involvement

**Community responses to the program:**

- Positive so far

**School Board's view of the program:**

- The School Board loves it

**Advice to start-up programs:**

- Staff training prior to and during implementation

**Most important features of the program:**

- Planning group to fine-tune program
- Staff involvement and commitment

**Boston Public Schools  
Boston, Massachusetts**

***Rafael Hernandez School Two-Way Bilingual Program***

**School:**

Rafael Hernandez Elementary School  
61 School Street  
Roxbury, MA 02119  
617-522-9571

**Contact person:**

Margarita M. Muñiz, Principal  
Rafael Hernandez Elementary School  
61 School Street  
Roxbury, MA 02119  
617-522-9571

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-8

**Year program began:**  
1974

**Program size:**

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	2	25
1	2	27
2	2	25
3	2	25
4	2	25
5	2	25
6	1	33
7	1	31
8	1	29

**Ethnic/racial breakdown of school:**  
55% Hispanic; 28% Black; 17% White

**Criteria for selecting and accepting students:**

Students are assigned according to parent choice through the main office.

**Other non-native speakers of English in the program:**  
Haitian Creole, Jamaican Creole

**Funding sources:**

Public money and private contributions; additional money through fund raising activities

**Program materials available to others:**

•Brochure in Spanish and English and other print material

**Program objectives:**

- To develop oral fluency and literacy in Spanish and English
- To promote academic excellence
- To encourage understanding and appreciation of other cultures while taking pride in one's own

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**  
K-8 50%

**Method of separating languages for  
instruction:**  
At some levels by teachers, at other levels by  
subject

**Languages used for content area subjects  
and electives:**  
At every grade level, some units in every content  
area are taught in English and other units are taught  
in Spanish. There is no translation.

**Language of initial reading instruction:**  
**Spanish speakers:**  
Spanish  
**English speakers:**  
English

**Instructional grouping:**  
Students are grouped according to ability in math  
and reading only and are integrated for content  
instruction in all other classes. Students at all grade  
levels are also grouped cooperatively for literature  
studies.

**Percent of program teachers  
proficient in both languages:**  
100%

**Percent of program staff  
proficient in both languages:**  
100%

**Additional program staff:**  
•2 full time resource teachers  
•15 full time bilingual aides

**Computer use:**  
Computer use in the English language

**Curriculum/materials development:**  
Staff members have developed curriculum for SSL.

**PROGRAM EVALUATION**

The program is not currently being evaluated

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Parent Councils, school visits, classroom assistance, and language classes

**Community responses to the program:**

- Parents are very happy. There is currently a waiting list to enter the school

**School Board's view of the program:**

- Supportive

**Advice to start-up programs:**

- Keep at it!

**Most important feature of the program:**

- The dedication of the staff



**Boston Public Schools  
Boston, Massachusetts**

***Two-Way Bilingual Program***

**School:**

Joseph J. Hurley Elementary  
70 Worcester Street  
Boston, MA 02118  
617-635-8489

**Contact person:**

Miriam Hernandez, Principal  
Joseph J. Hurley Elementary  
70 Worcester Street  
Boston, MA 02118  
617-635-8489

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-2

**Year program began:**  
1990-91

**Grade level increases planned:**  
1992-93: K-3  
1993-94: K-4  
1994-95: K-5

**Ethnic/racial breakdown of school:**  
62% Hispanic; 32% Black; 4% White; 1% Asian;  
1% American Indian

**Program size:**

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	2	100 (total—sessions)
1	2	25
2	2	25

**Criteria for selecting and accepting students:**  
By lottery

**Recruitment procedures:**  
•Contacting area day care  
•Boston Public Schools information

**Program materials available to others:**  
•Brochure

**Program objectives:**

- To achieve educational excellence by fostering critical thinking and a spirit of inquiry through active participation in learning
- To develop a positive self-image and pride in their own culture and language, while learning about other cultures in Spanish and English
- To develop well-rounded individuals who demonstrate mutual respect, cooperation, and positive attitudes

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K	30%
1	30%
2	40%

Depends on language dominance of each individual child

**Method of separating languages for instruction:**

Team teaching—both teachers in the team plan together and decide how to separate languages by grade level.

**Languages used for content area subjects and electives:**

**K-2—Spanish instruction:**

Math, Reading, Science, Social Studies

**K-2—English instruction:**

Math, Reading, Science, Social Studies, Art, Music, Computers

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Students are grouped by reading level in the language of instruction. Students are integrated during content instruction.

**Percent of program teachers proficient in both languages:**

50%

**Percent of program staff proficient in both languages:**

50%

**Additional program staff:**

- 2 full time special needs resource room teachers
- 4 full time bilingual aides

**PROGRAM EVALUATION**

Not applicable

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Parents are involved through the School Parent Council, school visits for special events, classroom assistance, and during field trips

**Advice to start-up programs:**

- Start with kindergarten and build a strong foundation
- Keep teachers as primary planners and provide time to plan
- Identify funds for staff development, staff support, and instructional materials
- Identify a person to coordinate, organize, and support school staff in planning and implementing the program

**Most important features of the program:**

- Teachers working as a team to plan and develop lessons, materials, and schedules
- Students developing a positive self-image and pride in their own culture and language, while learning about other cultures in Spanish and English
- Tapping the strengths of individual teachers
- Providing opportunities for students to feel comfortable about learning a second language

**Cambridge Public Schools  
Cambridge, Massachusetts**

***AMIGOS Two-Way Language Immersion Program***

**Schools:**

Maynard School  
225 Windsor  
Cambridge, MA 02139  
617-349-6588

Kennedy School  
158 Spring Street  
Cambridge, MA 02141  
617-349-6841

**Contact persons:**

Joseph D. Fernandez  
Director of Bilingual Education  
Cambridge Public Schools  
159 Thorndike Street  
Cambridge, MA 02141  
617-349-6466/6468

Mary T. Cazabon  
Coordinator of Bilingual Education  
Cambridge Public Schools  
159 Thorndike Street  
Cambridge, MA 02141  
617-349-6468

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-5

**Year program began:**  
1986

**Grade level increases planned:**  
1992: K-6

**Ethnic/racial breakdown of schools:**  
*Maynard School:* 23% Hispanic; 36% Black;  
40% White; 2% Asian  
*Kennedy School:* 21% Hispanic; 34% Black;  
44% White; 1% Asian

**Program size:**

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	2	20
1	2	22
2	2	23
3	2	22
4	2	25
5	1	20

**Criteria for selecting and accepting students:**

***Spanish speakers:***  
Limited English speakers (some bilingual fluency);  
parent choice

***English speakers:***  
Assigned through Parent Information Center;  
parent choice

**Funding sources:**

Local and Title VI DBE Grant

**Other non-native English speakers in the program:**

Greek, Haitian-Creole, some Asian languages

**Program materials available to others:**

- Video: *AMIGOS Two-Way Language Immersion Program*
- Brochure, *AMIGOS Chronicle*, *AMIGOS Newsletter*

**Recruitment procedures:**

Information about the program is disseminated through Cambridge Public Schools at a Glance, the AMIGOS brochure, and the program video.

**Program objectives:**

- Improve language proficiency in both English and Spanish of all participating students
- Improve the academic achievement of participating students
- Provide students with a greater degree of cross-cultural interaction enabling them to develop a greater understanding and respect for other cultures and societies
- Offer parents a true participatory role in the program and interaction with others so as to experience a greater tolerance and understanding of other cultures and their languages, traditions, and values

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**  
K-5                      50%

**Instructional grouping:**  
Heterogeneous cooperative learning groups.  
Students are integrated during content instruction.

**Method of separating languages  
for instruction:**  
By teacher

**Percent of program teachers  
proficient in both languages:**  
75%

**Languages used for content area subjects  
and electives:**  
Content instruction is 50% English and 50%  
Spanish, through a continuous flow, not repetition,  
of subject matter. For example, one week all  
instruction is in Spanish and the next week all  
instruction is in English.

**Percent of program staff  
proficient in both languages:**  
75%

**Language of initial reading instruction:**  
*Spanish speakers:*  
Spanish and English  
*English speakers:*  
English and Spanish

**Additional program staff:**  
•1 full time resource teacher  
•8 full time bilingual aides  
•3 full time English  
•5 full time Spanish monolingual aides

**Computer use:**  
IBM Writing to Read, Apple and Mac software (all  
subject areas)

**Curriculum/materials development:**  
Teachers and staff have developed thematic content  
units utilizing folktales.

**PROGRAM EVALUATION**

**Evaluator:**  
Dr. Wallace E. Lambert  
McGill University  
Department of Psychology  
1205 Docteur Penfield Avenue  
Montreal, P.Q. Canada H3A 1B1

**Evaluation components and procedures:***Items under assessment*

Spanish proficiency

*Procedures/Instruments*

LAS, Pre-LAS, SSALD

English proficiency

SSALD

Academic achievement in Spanish

SABE

Academic achievement in English

CAT

Self-esteem/competence

Surveys

Attitudes

Surveys

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Parent Councils, school visits, classroom assistance, and language classes
- Spanish classes and ESL classes
- Parent "All Day Sharing/Learning Events"

**Community responses to the program:**

- Favorable

**School Board's view of the program:**

- Favorable: the program was the recipient of the State Excellence Award for Bilingual Education

**Advice to start-up programs:**

- Parents, teachers, and students must believe in the program and feel accepted by the school
- It is necessary to take risks and experiment; be flexible and fix right away what isn't working

**Most important feature of the program:**

- Dedication and commitment by the teachers, parents, and the administration

**Framingham Public Schools  
Framingham, Massachusetts**

***Project A.B.C. —Achieving Bilingual Competency***

**School:**

Barbieri School  
100 Dudley Road  
Framingham, MA 01701  
508-626-9188 or 9187

**Contact persons:**

Dr. Peter J. Dittami, Principal  
Barbieri School  
100 Dudley Road  
Framingham, MA 01701  
508-626-9188/9187

Helen Brody, Coordinator of Bilingual Education  
454 Water Street  
Framingham, MA 01701  
508-626-9171

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-2

**Year program began:**  
1990-91

**Grade level increases planned:**  
1992-93: K-3

**Ethnic/racial breakdown of school:**  
41% Hispanic; 8% Black; 51% White

**Program size:**

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	2	25
1	2	25
2	2	25

**Criteria for selecting and accepting students:*****Spanish speakers:***

Interest in the program, Spanish language dominance

***English speakers:***

Interest in the program, English language dominance

**Funding sources:**

Local, state, and federal

**Other non-native English speakers in the program:**

Portuguese, Vietnamese

**Program materials available to others:**

- Videos, but no resources to disseminate materials at present time.
- Brochures in English and Spanish

**Recruitment procedures:**

Parent volunteers; lottery (when applicants exceed available openings)

**Program objectives:**

- To enhance and improve the educational program of limited English proficient and English only students through an integrated bilingual developmental (two-way) model

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K	80%
1	65%
2/3	50%

**Method of separating languages for instruction:**

By teacher and subject

**Languages used for content area subjects and electives:**

**1—Spanish instruction:**

Science/Social Studies

**1—English instruction:**

Math, Reading, Science/Social Studies

**2—Spanish instruction:**

Science/Social Studies, Math

**2—English instruction:**

Science/Social Studies, Math

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Students are integrated during content instruction in Spanish/English groups.

**Percent of program teachers proficient in both languages:**  
60%

**Percent of program staff proficient in both languages:**  
75%

**Additional program staff:**

- 1 part time resource teacher
- 4 full time bilingual aides
- 1 part time SSL teacher
- 1 part time ESL teacher

**Computer use:**

Computer use in both languages.

**Curriculum/materials development:**

Staff, Resource Teacher, Consultant, and Bilingual Department Head developed curricula. Teachers have been working on curricula development (ESL and SSL) for the past two years.

**PROGRAM EVALUATION**

**Evaluator:**

Grace Studley

Public Affairs Research Institute

12 Frost Street

Arlington, MA 02174



**Evaluation components and procedures:*****Items under assessment***

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

Parental attitudes

Staff

***Procedures/Instruments***

Review results of language assessments

Review results of language assessments

Student progress reports, Achievement tests

Student progress reports, Achievement tests

Questionnaire

Questionnaire

Questionnaire

Questionnaire

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Parent Councils, school visits, classroom assistance, and language classes
- Program includes ESL and SSL instruction for parents

**Community responses to the program:**

- High level of support
- Growing interest has resulted in a crush of applicants that far exceeds enrollment capacity

**School Board's view of the program:**

- Strong support

**Advice to start-up programs:**

- Provide time for adequate planning
- Visit other programs
- Proper staffing
- Parental support

**Holyoke Public Schools  
Holyoke, Massachusetts**

***Magnet Middle School Developmental Bilingual Education Program***

**School:**

Magnet Middle School for the Arts  
325 Pine Street  
Holyoke, MA 01040  
413-534-2131

**Contact person:**

Efrain Martinez, Principal  
Magnet Middle School for the Arts  
325 Pine Street  
Holyoke, MA 01040  
413-534-2131

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
6-7

**Year program began:**  
1990-91

**Grade level increases planned:**  
1992-93: 8

**Ethnic/racial breakdown of school:**  
65% Hispanic; 31% White; 4% Others

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
6	4	28
7	4	28

**Criteria for selecting and accepting students:**

None. The population of the school represents the student population of the district of that age.

**Funding sources:**

Title VII DBE Grant; CD Funding; Ford Foundation; Merrill Lynch Foundation; Jessie B. Cox Trust; Mt. Holyoke College; Mustard Seed Fund; New England Telephone; Nynex Corporation

**Recruitment procedures:**

- Parent Information Center
- Registration Center
- Brochures, fliers, media presentations, and recitals

**Program materials available to others:**

- Brochure
- Student and staff manuals

**Program objectives:**

- To conduct middle school instruction in all subject areas in a 50% Spanish-50% English setting

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

6 30%  
7 40%

Goal is 50%:50%

**Method of separating languages for instruction:**

By subject

**Languages used for content area subjects and electives:**

**6-7—Spanish instruction:**

Language Arts, Math, Science, The Arts

**6-7—English instruction:**

Social Studies, The Arts

**Instructional grouping:**

Students are integrated during content instruction.

**Percent of program teachers proficient in both languages:**

100%

**Percent of program staff proficient in both languages:**

51%

**Additional program staff:**

- 1 resource teacher
- Many Latino volunteers who are students at local colleges

**Computer use:**

Computer use in both languages—word processing, desk top publishing, and math and science programs.

**Curriculum/materials development:**

The project will offer a constructivist math curriculum (English/Spanish) for dissemination by the end of '92-'93 school year.

**PROGRAM EVALUATION**

**Evaluator:**

Dr. Kerry Holmstead

University of Massachusetts at Amherst

Amherst, MA 01003

413-584-0458

**Evaluation components and procedures:**

**Items under assessment**

Spanish proficiency

Academic achievement in Spanish

Academic achievement in English

Math

**Procedures/Instruments**

BSM, SABE

Informal teacher-made tests

CAT

Project Quasar (University of Pittsburgh) runs its own assessment

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Town Council and classroom assistance
- Parents, teachers, and students meet in a "Town Meeting" at the beginning of the year and elect a Town Council. This Council sets policy for the school

**Community responses to the program:**

- The first year of the program, the school attracted a lot of national attention. This caused resentment in some segments of the community. This year, the second year, the program staff is overcoming this feeling. Many of the teachers currently in the program are experienced teachers with as many as eighteen to twenty years of teaching. While many of these teachers rejected the idea of the program initially, they are now very pleased with it and as "converts," they have been able to provide a lot of credibility

**School Board's view of the program:**

- Eighty percent of the Board supports the program, even though there is a move against bilingual education in the area

**Advice to start-up programs:**

- Take time to implement the program, especially if it is to be a middle school program where there is no elementary program

**Most important features of the program:**

- Respect for and celebration of the culture and the language
- An environment in which the target language is respected and celebrated
- The use of the Arts as a medium for second language learning

**Salem Public Schools  
Salem, Massachusetts**

***Salem Two-Way Language Program, Federal Street School***

**School:**

Federal Street School  
160 Federal Street  
Salem, MA 01970  
508-740-1102

**Contact persons:**

Pamela Appleton  
Principal/Director of Early Childhood  
160 Federal Street  
Salem, MA 01970  
508-740-1102

Arlene Dannenburg  
Director of Equity Education  
29 Highland Avenue  
Salem, MA 01970  
508-745-9300 x225

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-3

**Year program began:**  
1988

**Grade level increases planned:**  
1992-93: K-4

**Ethnic/racial breakdown of school:**  
33% Hispanic; 62% White; 5% Other

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	2	25 (average)
1	2	23 (average)
2	2	21 (average)
3	2	17 (average)

**Criteria for selecting and accepting students:*****Spanish speakers:***

Controlled choice student assignment policy (a central registration process which allows parents an opportunity to select schools and programs of their choice); language proficiency.

***English speakers:***

Age, controlled choice student assignment policy, no special needs so severe as to make second language learning a burden.

**Funding sources:**

Salem Public Schools; Massachusetts State Chapter 636; Chapter 188 (MA State); Private Donations: New England Power, Essex Institute

**Recruitment procedures:**

Advertisements, word of mouth, siblings

**Program materials available to others:**

•Video to be made this year  
•*Boston Globe* articles, *Salem Evening News* articles, photos

**Program objectives:**

- To develop fluency and literacy in both Spanish and English
- To promote academic achievement commensurate with the students' ability at grade level in all areas
- To promote creativity, flexibility, originality, and problem-solving
- To encourage understanding and appreciation of both linguistic and cultural groups while nurturing pride in one's own heritage
- To foster independence, motivation, and love of knowledge about themselves and the world

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K	45%
1	60%
2-3	65%

**Method of separating languages for instruction:**

By teacher and classroom

**Languages used for content area subjects and electives:**

Curriculum is interdisciplinary in nature. All subjects are taught in both languages to all students at some point in the continuum of the program.

**Language of initial reading instruction:**

**Spanish speaker:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Students are not grouped for instruction, but they are integrated heterogeneously and divided into two groups. Whole language techniques are used with both groups in both languages. Students are integrated for content instruction, but L2 instruction (Spanish for English speakers; English for Spanish speakers) is specifically geared to introductory lessons in target language for each group.

**Percent of program teachers proficient in both languages:**  
50%

**Percent of program staff proficient in both languages:**  
More than 50%

**Additional program staff:**

- 2 part time resource teachers
- 10 bilingual aides
- 1 English monolingual aide
- 1 full time Parent Outreach (Spanish) grant funded
- 1 full time Parent Outreach (English) grant funded

**Computer use:**

IBM Writing to Read, IBM Vale. In second grade the IBM program in the target language is used for both groups of students.

**Curriculum/materials development:**

Program staff members have developed extensive curricula in both languages based on thematic units and have presented these statewide.

**PROGRAM EVALUATION**

**Evaluator:**

Federal Street School  
160 Federal Street  
Salem, MA 01970

**Evaluation components and procedures:*****Items under assessment***

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Kindergarten screening

Special education evaluation

***Procedures/Instruments***

LAS, Pre-LAS

CTBS, LAS

SABE

CTBS

AGS Social Skills Rating Scale

ESI (English, Spanish) (Meisels, Univ. of Michigan), LAS, Pre-LAS

Special education evaluation and referrals as per state and local guidelines

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Parent Councils, school visits, classroom assistance, and language classes
- Involvement of parents at all levels of the program

**Community responses to the program:**

- Excellent
- Support has been consistent despite fiscal crisis in the city and state

**School Board's view of the program:**

- Very favorable
- Programs are highly regarded

**Advice to start-up programs:**

- Research and gather curriculum materials
- Ongoing public relations is crucial
- Being seen as "selective" enhances program standing—parents are "convinced" that they are enlightened to choose such a program for their child

**Most important features of the program:**

- Our programs are taught by highly competent and motivated professionals in developmentally appropriate classrooms which are print rich, exciting, and active learning environments
- Program quality is determinate of academic success, especially in such a challenging program
- While it has been a challenge to begin as a pilot and then expand each year, it has been a lesson in how a vision can become a reality despite severe fiscal constraint
- The program fosters true integration and builds the self-esteem of both groups of children as well as prepares them well academically

**Bay Shore Union Free School District  
Bay Shore, New York**

***Dual Language Enrichment Program***

**School:**

Brook Avenue School  
45 Brook Avenue  
Bay Shore, NY 11706  
516-968-1130

**Contact persons:**

Dr. Phyllis Glassman, Coordinator of Instruction  
Office of Instructional Services  
Bay Shore Union Free School District  
393 Brook Avenue  
Bay Shore, NY 11706  
516-968-1239

Dr. Robert J. Roelle  
Office of Instructional Services  
Bay Shore Union Free School District  
393 Brook Avenue  
Bay Shore, NY 11706  
516-968-1240

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-1

**Year program began:**  
1990

**Grade level increases planned:**  
1992-93: K-2

**Ethnic/racial breakdown of school:**  
20.8% Hispanic; 23.4% Black; 53.5% White;  
2.3% Asian

**Program size:**

Grade level	# of Classes	Class size
K	1	22
1	1	22

**Criteria for selecting and accepting students:**

***Spanish speakers:***

Spanish-speaking students who are limited English proficient

***English speakers:***

English-speaking students who are monolingual

**Funding sources:**

New York State Education Department, Division of Bilingual Education, Two-Way Bilingual Education

**Program materials available to others:**

•Print material

**Recruitment procedures:**

Information is provided to Bay Shore District residents and volunteers are solicited.



**Program objectives:**

- To ensure the success of English proficient and limited English proficient students
- To enable students to become bilingual
- To increase parental involvement in children's education

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

**LEP students:**

K 40%  
1 40%

**EP students:**

K 15%  
1 25%

**Method of separating languages for instruction:**

By subject, by teacher, by individualized instruction

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

There are a variety of grouping configurations. Students participate together in content area instruction. They are, however, sometimes separated for reading, mathematics, and gym, as determined by the teacher.

**Percent of program teachers proficient in both languages:**  
50%

**Percent of program staff proficient in both languages:**  
50%

**Additional program staff:**

- 1 part time English monolingual aide
- 1 part time parent outreach teacher

**Computer use:**

Computer use in English

**Curriculum/materials development:**

The curricula has been developed by teachers to integrate into the present program

**PROGRAM EVALUATION**

**Evaluator:**

Dr. Charles C. Coletti  
Port Chester Public Schools  
P.O. Box 246  
Port Chester, NY 10573  
914-937-2655

**Evaluation components and procedures:***Items under assessment*

Spanish proficiency

*Procedures/Instruments*

SABE, BINL

English proficiency

ITBS, BINL

Academic achievement in Spanish

Report cards

Academic achievement in English

Report cards

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- School visits and language classes
- Festivals, luncheons, workshops, performances

**Community responses to the program:**

- Positive
- Parents of students in the program are exceptionally pleased
- There is a waiting list to be placed in the program

**School Board's view of the program:**

- Very positive

**Advice to start-up programs:**

- Spend a great deal of time in the planning and visioning stages
- Include a planning committee with representation across constituent groups

**Most important feature of the program:**

- Team teaching

**Beacon City School District  
Beacon, New York**

***The Dual Language Program***

**School:**

South Avenue School  
60 South Avenue  
Beacon, NY 12508  
914-831-2536

**Contact person:**

Debra Hogencamp  
Program Coordinator/Assistant Director for Bilingual Education  
South Avenue School  
60 South Avenue  
Beacon, NY 12508  
914-831-2536

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1989

**Ethnic/racial breakdown of school:**  
27% Hispanic; 36% Black; 36% White; 1% Other

**Criteria for selecting and accepting students:**

***Spanish speakers:***

Any student who meets the New York state criteria for limited English proficiency status is eligible.

***English speakers:***

Average or above on the kindergarten screening device

**Other non-native English speakers in the program:**

Albanian, Laotian, Vietnamese, Swiss-German, Japanese

**Recruitment procedures:**

Informational meetings for parents; the Central Office registrar polls the parents of in-coming kindergartners for interest in the program.

**Grade level(s) of the program:**  
K-4

**Grade level increases planned:**  
The program will expand one grade level per year.

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	1	27
1	1	25
2	1	24
3	1	21
4	1	29

**Funding sources:**

New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Education Grant

**Program materials available to others:**

•Brochure

**Program objectives:**

- To assist English proficient and limited English proficient students in becoming bilingual, biliterate, and multicultural

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

**LEP students:**

K	80%
1	60%
2-4	50%

**EP students:**

K	20%
1	40%
2-4	50%

**Method of separating languages for instruction:**

Language arts and content areas are integrated using a thematic approach. Consequently, languages are separated in terms of time as indicated above. Each classroom is staffed with bilingual assistants in order to meet this goal. In grades 3-4, languages are separated according to a team teaching approach with a monolingual teacher and a bilingual teacher each working with an integrated group of students.

**Languages used for content area subjects and electives:**

**K-4—Spanish instruction:**

Social Studies, Math, Science

**K-4—English instruction:**

Gym, Music, Art, Library, Cooperative Culture  
Experience with a linguistic summary in Spanish

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Students are grouped by level of language proficiency and by language for reading. LEP and EP students are integrated during content instruction in a self contained classroom.

**Percent of program teachers proficient in both languages:**

66%

**Percent of program staff proficient in both languages:**

92%

**Additional program staff:**

- 1 full time resource teacher
- 4 full time bilingual assistants
- 1 half time bilingual assistant

**Computer use:**

Computer use in both languages

**Curriculum/materials development:**

Teachers have developed thematic units based on New York state syllabi integrating language arts and content areas.

**PROGRAM EVALUATION**

**Evaluator:**

Metis Associates, Inc.  
80 Broad Street, Suite 1600  
New York, NY 10004-2209  
212-425-8833

**Evaluation components and procedures:*****Items under assessment******Procedures/Instruments***

Spanish proficiency

BINL

English proficiency

BINL

Academic achievement in Spanish

SABE

Academic achievement in English

CTBS

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Parent Councils, school visits, classroom assistance, and language classes
- In addition to participating in the PTA which offers its information in Spanish and English, parents observe classes as well as assist in them
- ESL and SSL classes are also offered

**Community responses to the program:**

- Increasingly positive, as indicated by the interest in the kindergarten, especially by English proficient parents

**School Board's view of the program:**

- The School Board sees the program as an economic advantage since the grant provides \$165,000.00 of services per year

**Advice to start-up programs:**

- Involve the entire school and the community in its planning

**Most important features of the program**

- A developmental, child-centered, linguistically sensitive philosophy
- The involvement of parents
- Multicultural emphasis in the program

**Buffalo City School District  
Buffalo, New York**

***Two-Way Bilingual Education Program***

**School:**

Herman Badillo Bilingual Academy #76  
300 South Elmwood Avenue  
Buffalo, NY 14201  
716-851-3848

**Contact persons:**

Dr. Joseph Vocolo, Director  
731 City Hall  
Buffalo, NY 14202  
716-851-3704

Alicia Davila Jones, Coordinator  
300 South Elmwood Avenue  
Buffalo, NY 14201  
716-851-3848

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1983-84

**Ethnic/racial breakdown of school:**  
73% Hispanic; 15% Black; 12% White

**Criteria for selecting and accepting students:**

***Spanish speakers:***

LEP students with Spanish as the home language

***English speakers:***

All students who wish to be a part of the program are admitted within the general admission guidelines of the district.

**Recruitment procedures:**

The program does not recruit students. Herman Badillo is a magnet bilingual school, thereby drawing some students beyond its immediate vicinity. It is also a receiver school to a Bilingual Early Childhood School with a similar program. Parents opt to have their children in the program.

**Grade level(s) of the program:**  
3-6

**Program size:**

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
3	3	22
4	3	22
5	3	23
6	3	22

**Funding sources:**

New York State Department of Education,  
Division of Bilingual Education, Two-Way  
Bilingual Categorical Funds

**Program materials available to others:**

- Teacher and parent handbook
- A program brochure which will describe the program more fully is in progress

**Program objectives:**

- To have both limited English proficient and English proficient students become bilingual
- To attain academic achievement at or above grade level in reading, math and the other academic subjects
- To foster appreciation and awareness of American and Puerto Rican cultures as well as other cultures

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

3-4	65%
5	55%
6	40%

**Method of separating languages for instruction:**

By subject

**Languages used for content area subjects and electives:**

**4—Spanish instruction:**

Math, Science

**4—English instruction**

Social Studies, Gym, Art, Music

**5—Spanish instruction:**

Math, Social Studies

**5—English instruction:**

Math, Science, Gym, Art, Music

**6—Spanish instruction:**

Math, Science

**6—English instruction:**

Math, Social Studies, Science, Language Arts, Gym, Art, Music

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Students are grouped for instruction based on language proficiency and reading comprehension levels. Students are integrated during content instruction with the exception of recent arrivals (Spanish-speaking students who need more ESL and native language instruction). These students form a separate group at each grade level.

**Percent of program teachers proficient in both languages:**  
100%

**Percent of program staff proficient in both languages:**  
85%

**Additional program staff:**

- 1 full time resource teacher
- 1 full time program coordinator
- 1 program evaluator

**Computer use:**

Only English language software is available in the computer lab. LEP students have access to computers in Chapter I math and reading and in ESL classes.

**Curriculum/materials development:**

A teacher committee developed the Spanish Language Arts Curriculum and the Puerto Rican History and Culture Curriculum. This curriculum identifies language arts skills and concepts to be addressed at each grade level, correlates the writing program with the district's English writing program, and incorporates the Spanish Reading program.

PROGRAM EVALUATION
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**Evaluator:**  
 Gary Ciurczak  
 42 Rounds Avenue  
 Buffalo, NY 14215  
 716-836-2765

**Evaluation components and procedures:***Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Writing (Spanish and English)

New York State test results

*Procedures/Instruments*

BINL

BINL

SABE

CTBS, Stanford

District Writing Test

PEP, PET, ESPET

COMMUNITY SUPPORT AND VIEWPOINT
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**Parent involvement:**

- Parent Council, school visits, classroom assistance, and language classes
- Parent Teacher Organization, N.E.T.WORK (Neighborhood Education Training for Work) program, and the Project M.A.S. (Mothers Assisting in School) classroom helpers program organized by the Two-way Coordinator

**Community responses to the program:**

- Almost all people who learn about the program are very positive in their reaction

**School Board's view of the program:**

- Positive and supportive

**Advice to start-up programs:**

- Start small
- Monitor carefully
- Provide thorough staff training
- Work hard to strengthen parent involvement

**Most important feature of the program:**

- A carefully balanced instructional program for LEP/EP students based on language proficiency



**Community School District 28  
Jamaica, New York**

***Project BERIBA (Bilingual Education Resulting in Bilingual Americans)***

**School:**

PS #182  
150 Street and Jamaica Avenue  
Jamaica, NY 11435  
718-291-8500

**Contact person:**

Dr. Gary D. Goldenback, Project Director  
Community School District 28  
18-55 69th Avenue  
Forest Hills, NY 11375  
718-830-8853

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-1

**Year program began:**  
1990

**Grade level increases planned:**  
1992-93: K-2

**Ethnic/racial breakdown of school:**  
60% Hispanic; 20% Black; 20% Asian

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	2	28
1	2	28

**Criteria for selecting and accepting students:*****Spanish speakers:***

LAB scores, little or no English

***English speakers:***

No evidence of any non-English language in the family

**Funding sources:**

New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Categorical Funds

**Recruitment procedures:**  
Parent meetings

**Program objectives:**

- To present bilingualism as an advantage rather than as compensatory
- To allow youngsters to appreciate the value of bilingualism/biculturalism at an early age

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**

K 30%  
1 40%

**Method of separating languages  
for instruction:**

Teachers switch classes

**Language of initial reading instruction:**

*Spanish speakers:*

Spanish

*English speakers:*

English

**Instructional grouping:**

District philosophy is not to group at early grades.  
Students are not integrated for all content areas;  
they are separated for math and science, but  
integrated for social studies instruction.

**Percent of program teachers  
proficient in both languages:**  
50%

**Percent of program staff  
proficient in both languages:**  
50%

**Additional program staff:**

- 1 full time resource teacher
- 1 full time coordinator

**Computer use:**

Computer use in English and Spanish

**Curriculum/materials development:**

Lesson plan units have been developed.

**PROGRAM EVALUATION**

**Evaluator:**

Dr. Isabel Cid Sirgado  
Academic Enterprises  
230 East 18th Street  
New York, NY 10003  
212-260-0319

**Evaluation components and procedures:**

*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

*Procedures/Instruments*

LAB

LAB

LAB

MAT

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Parent Councils, school visits, and classroom assistance
- Parent workshops (nutrition, child abuse, careers)
- ESL and SSL language classes for parents

**Community responses to the program:**

- Supportive—there is even a waiting list for several English proficient students

**School Board's view of the program:**

- Supportive

**Advice to start-up programs:**

- Be certain, beyond a shadow of a doubt, that your teachers will remain for the duration of the funding cycle

**Most important feature of the program:**

- Cooperation between LEP and EP teachers

**Long Beach City School District  
Long Beach, New York**

***Dual Language Program***

**Schools:**

Blackheath Elementary School  
322 Blackheath Road  
Lido Beach, NY 11561  
516-897-2081

Lido Elementary School  
237 Lido Boulevard  
Lido Beach, NY 11561  
516-897-2140

**Contact person:**

Maritza Myers, Project Coordinator  
Long Beach City School District  
235 Lido Boulevard  
Long Beach, NY 11561  
516-897-2027

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1990

**Ethnic/racial breakdown of school:**  
70% White; 20% Hispanic; 4% Black; 6% Other

**Criteria for selecting and accepting students:**

***Spanish speakers:***

LAB scores which indicate students would benefit from a bilingual enrichment model

***English speakers:***

Parent request

**Recruitment procedures:**  
Parent orientation

**Grade level(s) of the program:**  
Pre-K and K

**Grade level increases planned:**  
The program will expand by one grade level per year until fifth grade.

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
Pre-K	2	22
K	2	22

**Funding sources:**

District funds; New York State Categorical Two-Way funds

**Program materials available to others:**

•Video

**Program objectives:**

- To develop the biculturalism and bilingualism of both language groups

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**

Pre-K 50%  
K 50%

**Method of separating languages  
for instruction:**

By alternate days and by subject—for one portion of the day, students receive instruction in their native language. In the other portion of the day they receive instruction in the second language on alternate days.

**Languages used for content area subjects  
and electives:**

*K—Spanish and English instruction:*  
Social Studies, Science, Language Arts, Math

**Language of initial reading instruction:**

*Spanish speakers:*

Spanish

*English speakers:*

English

**Instructional grouping:**

Students are integrated during content instruction.

**Percent of program teachers  
proficient in both languages:**

50%

**Percent of program staff  
proficient in both languages:**

60%

**Additional program staff:**

- 1 full time resource teacher
- 4 full time bilingual aides

**Curriculum/materials development:**

Teachers and a resource teacher plan units in social studies, language arts, and cultural activities.

**PROGRAM EVALUATION**

**Evaluator:**

Dr. Isabel Cid Sirgado  
Academic Enterprises  
230 East 18th Street  
New York, NY 10003  
212-260-0319

**Evaluation components and procedures:**

*Items under assessment*

Spanish proficiency

English proficiency

*Procedures/Instruments*

LAB

LAB

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Classroom assistance and language classes
- Newsletters, cultural activities, and Spanish for Parents classes

**Community responses to the program:**

- Very supportive

**School Board's view of the program:**

- Initially, the members were not in favor of the program, but after visiting the programs, they changed their minds and are now supportive

**Advice to start-up programs:**

- Train the staff
- Disseminate information to the parents
- Explain the program goals to the staff
- Have materials available for use in the classrooms
- Establish good top-down administrative relationships

**Most important features of the program:**

- Our humanistic viewpoint is the most important factor
- All participants want to share and work together
- There is a common goal to have bicultural, bilingual students

**Mt. Vernon Public Schools  
Mt. Vernon, New York**

***Bilingual Developmental Program***

**School:**

Hamilton Elementary School  
20 Oak Street  
Mt. Vernon, NY 10550  
914-665-5050

**Contact person:**

Demetra Nicolaou Keane, Program Director  
165 North Columbus Avenue  
Mt. Vernon, NY 10553  
914-665-5222

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1991

**Ethnic/racial breakdown of school:**  
40.09% Hispanic; 39.41% Black; 15.72% White;  
4.78% Asian; 1% American Indian

**Criteria for selecting and accepting students:**

***Spanish speakers:***

Students who score below 40% on a nationally normed test

***English speakers:***

Students who score above 40% on a nationally normed test

**Other non-native English speakers in the program:**  
Arabic

**Recruitment procedures:**  
Parental request

**Grade level(s) of the program:**  
K-4

**Grade level increases planned:**  
The program will expand by one grade level.

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	1	28
1	1	31
2	1	32
3	1	31
4	1	20

**Funding sources:**

Title VII DBE Grant; New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Categorical Funds

**Program objectives:**

- To achieve functional bilingualism for program participants (both LEP and EP students) over a period of six years

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

**LEP students:**

K-4 46%

**EP students:**

K-4 39%

**Method of separating languages for instruction:**

Language arts and math are taught in Spanish. Linguistic summaries are provided in the target language for social studies and science.

**Languages used for content area subjects and electives:**

**K-4—Spanish instruction:**

Language Arts, Math, SSL, Music, Art, Gym

**K-4—English instruction:**

Language Arts, Social Studies, Science, ESL, Music, Art, Gym

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish for the first year. The second language is added year two.

**English speakers:**

English for the first year. The second language is added year two.

**Instructional grouping:**

Students are grouped by language dominance.

Students are separated for language arts.

**Percent of program teachers proficient in both languages:**  
100%

**Percent of program staff proficient in both languages:**  
100%

**Additional program staff:**

- 1 part time resource teacher
- 4 full time bilingual aides
- 5 full time teachers

**Computer use:**

All students receive hands-on computer literacy exposure in Spanish and English.

**Curriculum/materials development:**

Teachers and program staff have developed an integrated curriculum for kindergarten and first grade.

**PROGRAM EVALUATION**

**Evaluator:**

Dr. Gregg Holtz  
86 Grandview Avenue  
Rye, NY 19580  
914-967-0775



**Evaluation components and procedures:***Items under assessment*

Spanish proficiency

*Procedures/Instruments*

SABE

English proficiency

LAB, Stanford

Academic achievement in Spanish

Report cards, SABE

Academic achievement in English

Report cards, Stanford, State proficiency tests

Self-esteem/competence

Attendance, Anecdotal records, PEP

Attitudes

Parental involvement, attendance; Teacher training, involvement, and attendance

<b>COMMUNITY SUPPORT AND VIEWPOINT</b>
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**Parent involvement:**

- Parent Councils, school visits, and classroom assistance
- Training of parents by parents

**Community responses to the program:**

- Very positive

**School Board's view of the program:**

- Supportive

**Advice to start-up programs:**

- Start with a Board of Education policy on future commitment

**Most important features of the program:**

- Staff dedication
- Administrative support
- Parental support

**Community School District 8  
Bronx, New York**

***CAPTAR (Computer Assisted Parental Training Through Arts Realization)***

**Schools:**

**PS #60**  
888 Reverend James A. Polite Avenue  
Bronx, NY 10459  
212-822-5104

**PS #62**  
660 Fox Street  
Bronx, NY 10455  
212-822-5093

**PS #75**  
984 Faile Street  
Bronx, NY 10459  
212-822-5008

**Contact persons:**

Florence Velazquez  
Two-Way Bilingual Coordinator  
District Office, Bilingual Unit  
650 White Plains Road  
Bronx, NY 10473  
212-409-8115

Christiane Quinnis  
ESL Coordinator  
District 8 Office, Bilingual Unit  
650 White Plains Road  
Bronx, NY 10473  
212-409-8115

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-2

**Year program began:**  
1989-90

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
<b>PS #60:</b>		
K	2	22 (EP) 20 (LEP)
1	2	20 (EP) 13 (LEP)
2	2	28 (EP) 20 (LEP)
<b>PS #62:</b>		
K	2	22 (EP) 22 (LEP)
1	2	23 (EP) 27 (LEP)
2	2	29 (EP) 22 (LEP)
<b>PS #75:</b>		
K	2	21 (EP) 20 (LEP)
1	2	24 (EP) 16 (LEP)
2	2	24 (EP) 28 (LEP)

**Ethnic/racial breakdown of schools:**

**PS #60:** 88% Hispanic; 12% Black

**PS #62:** 86% Hispanic; 14% Black

**PS #75:** 77% Hispanic; 23% Black

**Criteria for selecting and accepting students:****Spanish speakers:**

Students who score below 40% on the LAB test

**English speakers:**

Students who score above 40% on the LAB test

**Funding sources:**

New York State Two-Way Bilingual Categorical Program

**Program objectives:**

- For students to become proficient in a second language in the four skill areas of listening, speaking, reading, and writing through instruction in the second language in the content areas of science, math, and social studies
- For students to develop multicultural awareness
- For students to become computer literate
- To have parents become aware of the importance of two languages
- To develop career awareness for both parents and students

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

- K: One period of second language instruction for both groups daily  
1: Two periods of second language instruction for both groups daily  
2: Three periods of second language instruction for both groups daily

**Method of separating languages for instruction:**

By teacher: The monolingual teacher provides native language instruction to English speakers. These students then go to the bilingual education class with the bilingual teacher for Spanish. The bilingual teacher provides native language instruction to Spanish speakers. These students then go to the English monolingual class with the monolingual teacher for English.

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish with a little in English

**English speakers:**

English with a little in Spanish

**Instructional grouping:**

Students are integrated for music, drama, trips, and performances, but they are separated for content instruction.

**Percent of program teachers proficient in both languages:**

66%

**Percent of program staff proficient in both languages:**

100%

**Additional program staff:**

- 1 full time ESL coordinator
- 1 full time bilingual education coordinator
- 1 part time bilingual computer specialist

**Computer use:**

Each kindergarten and first grade classroom is equipped with one Apple computer. Students work at computer learning centers on a daily basis. Computer work is geared toward developing both languages.

**PROGRAM EVALUATION**

**Evaluator:**

Dr. Isabel Cid Sirgado  
Academic Enterprises  
230 East 18th Street  
New York, NY 10003  
212-260-0319

**Evaluation components and procedures:**

*Items under assessment*

Spanish proficiency

*Procedures/Instruments*

LAB

English proficiency

LAB

Academic achievement in Spanish

Teacher evaluation

Academic achievement in English

Teacher evaluation

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Parent Councils, school visits, classroom assistance, and language classes
- Parent volunteers
- Workshops for parents

**Community responses to the program:**

- Supportive
- Some of the other schools are becoming interested in the program

**School Board's view of the program:**

- Supportive

**Advice to start-up programs:**

- Begin with kindergarten so that continuation is possible
- Introduce periods of second language instruction at a slower pace for English students

**Most important features of the program:**

- Team teaching approach
- Parental involvement
- Staff development
- Multicultural program

**Community School District 9  
Bronx, New York**

***Two-Way Bilingual Program***

**School:**

CES #88x  
1340 Sheridan Ave  
Bronx, NY 10456  
212-538-8152

**Contact persons:**

Ilba Flores, Coordinator  
CES #4x  
1701 Fulton Avenue  
Bronx, NY 10456  
212-716-5502

Mildred Acevedo  
Director of Bilingual Programs for District 9  
1377 Jerome Avenue  
Bronx, NY 10452  
212-681-5000

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-2

**Year program began:**  
1989

**Grade level increases planned:**  
The program will expand one grade level per year.

**Ethnic/racial breakdown of school:**  
70% Hispanic; 30% Black

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	2	30
1	2	30
2	2	30

**Criteria for selecting and accepting students:**

***Spanish speakers:***

English LAB scores

***English speakers:***

Spanish LAB scores

**Funding sources:**

New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Education

**Recruitment procedures:**

The program is offered in schools where principals and teachers agree to implement it. There is no recruitment of students as such. If the population is there and the school personnel agrees to do it, the program is offered.

**Program objectives:**

- To develop students' mastery of bilingual language and literacy skills in Spanish and English
- To teach subject matter in first and second language
- To work with parents to increase their awareness and involvement with bilingual and bicultural education
- To provide staff development in bilingual and bicultural education

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**  
K-2 50%

**Instructional grouping:**  
Students are not grouped for instruction. Students  
are integrated during content instruction.

**Method of separating languages  
for instruction:**  
By teacher

**Percent of program teachers  
proficient in both languages:**  
50%

**Languages used for content area subjects  
and electives:**

**K-2—Spanish instruction:**

Social Studies, Science

**K—English instruction:**

Social Studies, Math, Science, Gym, Art

**1-2—English instruction:**

Social Studies, Math, Science, Gym

**Percent of program staff  
proficient in both languages:**  
50%

**Curriculum/materials development:**  
Program teachers have developed curricula which  
is a compilation of lesson plans used in the  
program.

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**PROGRAM EVALUATION**

**Evaluator:**

Dr. Isabel Cid Sirgado  
Academic Enterprises  
230 East 18th Street  
New York, NY 10003  
212-260-0319

**Evaluation components and procedures:**

**Items under assessment**

Spanish proficiency

English proficiency

**Procedures/Instruments**

Test scores, LAB

Test scores, LAB

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- School visits and language classes
- Workshops, trips, special activities

**Community responses to the program:**

- Parents like the program and want it to be expanded to include all grades in the school

**School Board's view of the program:**

- The School Board is in favor of expanding the bilingual program throughout the district and fully supports the implementation of the program

**Advice to start-up programs:**

- If you believe in the program's philosophy and you impart that which you believe works, teachers and parents will be a lot more receptive to the implementation of this program

**Most important feature of the program:**

- Teacher commitment and cooperation

**Community School District 10  
Bronx, New York**

**CONNECT**

**School:**

PS #9  
East 183rd Street and Ryer Avenue  
Bronx, NY 10458  
212-220-8482

**Contact person:**

Margery R. Falk, Director  
Community School District 10  
#1 Fordham Plaza  
Bronx, NY 10458  
212-584-8761

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1991-92

**Ethnic/racial breakdown of school:**  
80% Hispanic; 15% Black; 5% Other

**Criteria for selecting and accepting students:**  
No criteria

**Recruitment procedures:**  
Voluntary—children take home information for parents

**Grade level(s) of the program:**  
K-1

**Grade level increases planned:**  
The program will expand by one grade level per year for the next three years. The ultimate goal is to aim for a K-5 program.

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	2	20
1	2	30

**Funding sources:**  
Title VII DBE Grant



**Program objectives:**

- Develop language acquisition for English proficient and limited English proficient students
- Demonstrate gains in academic content area achievement
- Improve self-concept
- Involve parents in bilingual education
- Provide staff development

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K-1: It varies from day to day. Some part of the day is spent in target language instruction - anywhere from 10% to 50%. This will increase as the year progresses.

**Method of separating languages for instruction:**

By subject and by teacher. In kindergarten, the language used is very flexible because instruction is fluid.

**Languages used for content area subjects and electives:**

Math, Science, and Social Studies are taught in the native language. As concepts are learned, related activities are provided in the second language.

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Kindergarten contains both LEP students and EP students. In the first grade classes, students are in two rooms by language and then move to centers where Spanish is used for instruction.

**Percent of program teachers proficient in both languages:**  
95%

**Percent of program staff proficient in both languages:**  
70%

**Additional program staff:**

- 1 full time resource teacher
- 2 family workers

**Curriculum/materials development:**

Lesson plans and reinforcement activities as well as activities for parent workshops will be compiled.

**PROGRAM EVALUATION**

**Evaluator:**

New York City Board of Education  
Office of Research, Evaluation, and Assessment  
110 Livingston  
Brooklyn, NY 11201  
718-935-3790

**Evaluation components and procedures:**

*Items under assessment*

Spanish proficiency

*Procedures/Instruments*

LAB

English proficiency

LAB

Academic achievement in Spanish

Criterion-reference (grade 2)

Academic achievement in English

MAT

Self-esteem/competence

Pearce-Harris Self-Concept Scale, Project-developed checklist

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Parent Councils, classroom assistance, and language classes
- Trips
- Workshops
- Special events

**Community responses to the program:**

- Parents are pleased with the program and are active in the PTA

**School Board's view of the program:**

- Very favorable

**Advice to start-up programs:**

- Hire carefully to get the best staff
- Look at personnel to see how receptive they are to dual language instruction and their attitudes toward it
- Review and evaluate instructional materials (include school administrators and teachers)

**Most important features of the program:**

- Teachers' attitudes and enthusiasm for the program
- Parents' strong encouragement, support, and participation

**Community School District 11  
Bronx, New York**

***Two-Way Bilingual Program***

**School:**

The Parkchester School, PS #106x  
2120 St. Raymond Avenue  
Bronx, New York 10462  
212-892-1006

**Contact persons:**

Mrs. Milagros Efre-Lopez, Coordinator  
District Office #11  
1250 Arnow Avenue  
Bronx, NY 10469  
212-519-2641

Mr. Jose Olavarria  
Director of Second Language Programs  
1250 Arnow Avenue  
Bronx, NY 10469  
212-519-2641

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1989

**Ethnic/racial breakdown of school:**  
44% Hispanic; 41.8% Black; 5.1% White;  
8.7% Asian; <1% American Indian

**Criteria for selecting and accepting students:**

***Spanish speakers:***

Students who score below 40% on the LAB test

***English speakers:***

Principal's discretion, parental interest

**Recruitment procedures:**

- Parental request
- LAB scores
- Home language surveys
- Principal's grouping practices

**Grade level(s) of the program:**  
1-3

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
1	1	28
2	1	30
3	1	27

**Funding sources:**

New York State Department of Education, Division  
of Bilingual Education, Two-Way Categorical  
Funds

**Program materials available to others:**

- Program overview in English and Spanish

**Program objectives:**

- To provide an instructional program in English and Spanish for English dominant and Spanish dominant students
- To increase gains in second language learning
- To provide staff development, parent participation programs, and a multicultural component

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

1-2 50%  
3 30%

**Method of separating languages for instruction:**

By teacher and by subject

**Languages used for content area subjects and electives:**

**1-3—Spanish instruction:**

Math, Reading, Science, Social Studies

**1-3—English instruction:**

Math, Reading, Science, Social Studies, Gym, Library

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Students are grouped by language and by instructional level. Students are separated for content instruction for math and reading.

**Percent of program teachers proficient in both languages:**

100%

**Percent of program staff proficient in both languages:**

100%

**Additional program staff:**

•2 full time resource teachers

•1 full time coordinator

**Curriculum/materials development:**

The two-way teachers have developed a Bilingual Lesson Plan Book.

**PROGRAM EVALUATION**

**Evaluator:**

Donna Morganlander

Metis Associates, Inc.

80 Broad Street, Suite 1600

New York, NY 10004-2209

212-425-8833

**Evaluation components and procedures:***Items under assessment*

Spanish proficiency

*Procedures/Instruments*

LAB

English proficiency

MAT

Academic achievement in Spanish

SABE

Academic achievement in English

DRP

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- School visits, classroom assistance, and language classes
- Parent workshops once a month

**Community responses to the program:**

- Favorable
- Parents are interested in the Parent Education Program and recruit friends from the community

**School Board's view of the program:**

- Favorable
- They are implementing more two-way bilingual programs

**Advice to start-up programs:**

- Thorough planning is a prerequisite for success

**Most important features of the program:**

- The staff is knowledgeable, enthusiastic, and very excited about the ongoing projects
- The parent program is highly exciting
- Aside from teaching parents in the areas of English, Spanish, and mathematics, the program staff also involves them in trips and school-wide presentations

**Community School District 15  
Brooklyn, New York**

***Two-Way Bilingual Program***

**School:**

PS #1  
309 47th Street  
Brooklyn, NY 11220  
718-330-9270

**Contact persons:**

Edith Soto, Director of Bilingual Programs  
Community School District 15  
360 Smith Street  
Brooklyn, NY 11220  
718-330-9349

María C. Balducci  
Community School District 15  
360 Smith Street  
Brooklyn, NY 11220  
718-330-9349

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1985

**Ethnic/racial breakdown of school:**  
92% Hispanic; 3.9% Black; 2.6% White;  
1.5% Asian

**Criteria for selecting and accepting students:**

***Spanish speakers:***

Students who score below 40% on the LAB test

***English speakers:***

Teacher recommendation and LAB test scores

**Recruitment procedures:**

The student selection process is achieved in three ways: Language Assessment Battery results, parental option, and teacher recommendation.

**Grade level(s) of the program:**  
K-5

**Grade level increases planned:**  
The program began in 1985 and expanded vertically at the rate of one grade level per successive year. Presently the program encompasses grades K-5.

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	3	26 (average)
1	3	24 (average)
2	2	30 (average)
3	2	29 (average)
4	2	29 (average)
5	2	30 (average)

**Funding sources:**

Originally the program was state funded. Presently, it is funded through tax levy funds.

**Program materials available to others:**

•Video

**Program objectives:**

- To develop a high proficiency in English for LEP students while at the same time maintaining and continuing to develop cognitive academic skills in their native language
- To prepare LEP students to develop a level of English proficiency that will allow them to successfully learn math, social studies, science, etc., in English
- To develop a high proficiency in the second language for EP students while at the same time developing cognitive academic skills in English
- To prepare EP students to develop a level of proficiency in Spanish that will allow them to successfully learn math, social studies, and science, etc. in the second language
- To develop an understanding, appreciation, and knowledge of all the participants' cultures as well as all cultures

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K	90%
1	80%
2	70%
3	60%
4	50%
5	40%

**Method of separating languages for instruction:**

By subject

**Languages used for content area subjects and electives:**

**K-3—Spanish instruction:**

Social Studies, Math, Science, Culture, Gym

**K—English instruction:**

Social Studies, Math, Oral Language Development

**1—English instruction:**

Social Studies, Science

**2—English instruction:**

Social Studies, Math, Science

**3—English instruction:**

Social Studies, Math, Science, Gym

**4-5—Spanish instruction:**

Social Studies, Math, Science/Health, Culture, Gym

**4-5—English instruction:**

Social Studies, Math, Science/Health, Gym

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

The children are grouped for English and Spanish reading according to ability. Students are not integrated during social studies, math, and science instruction.

**Percent of program teachers proficient in both languages:**  
100%

**Percent of program staff proficient in both languages:**  
100%

**Additional program staff:**

- 1 full time resource teacher
- 3 full time paraprofessionals
- 4 full time bilingual pupil services assistants

**PROGRAM EVALUATION**

**Evaluator:**

Metis Associates, Inc.  
80 Broad Street, Suite 1600  
New York, NY 10004-2209  
212-425-8833

**Evaluation components and procedures:**

*Items under assessment*

*Procedures/Instruments*

Spanish proficiency

LAB

English proficiency

LAB

Academic achievement in Spanish

CTBS, SABE

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Parent Councils, school visits, classroom assistance, and language classes
- Parents are invited to a PTA conference at the beginning of the school year where the program's objectives and goals are explained
- Parents are invited to participate in all classroom activities, to become school volunteers and to enroll in the ESL/GED Parent Program

**Community responses to the program:**

- The immediate community and parents have demonstrated a very positive response

**School Board's view of the program:**

- The School Board has established a bilingual policy

**Most important features of the program:**

- The leveling component allows children of both language groups to participate in a non-graded reading program and to learn at their own pace
- The program encourages a strong multicultural component



**Community School District 16  
Brooklyn, New York**

***Two-Way Bilingual Program***

**School:**

PS #304  
280 Hart Street  
Brooklyn, NY 11206  
718-574-2378

**Contact persons:**

Nilda L. Ortiz  
Two-Way Bilingual Program Director  
PS #304  
280 Hart Street  
Brooklyn, NY 11206  
718-574-2378

Robert Flores  
PS #304  
280 Hart Street  
Brooklyn, NY 11206  
718-574-2378

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K

**Year program began:**  
1991

**Grade level increases planned:**  
1992-93: K-1  
1993-94: K-2

**Ethnic/racial breakdown of school:**  
49% Black; 51% Hispanic

**Program size:**

Grade level	# of Classes	Class size
K	2	25

**Criteria for selecting and accepting students:**

**Spanish speakers:**  
Students who score below 40% on the LAB exam  
**English speakers:**  
Students who score above 90% on the LAB exam

**Funding sources:**

New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Funds

**Recruitment procedures:**  
Orientation meetings and parent consent

**Program materials available to others:**

- Teacher-made materials
- Parent workshop hand-outs

**Program objectives:**

- To provide bilingualism for Hispanic and non-Hispanic students
- To provide an equal education for the students in the program
- To teach the state and local required curriculum in English and Spanish to students
- To have a better understanding of multiculturalism and multilingualism in the school and the community
- To increase parent involvement in school activities
- To develop positive personal and inter-group relationships
- To promote integration in the community

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**  
K 80%

**Instructional grouping:**  
Students are integrated for content instruction,  
except for reading.

**Method of separating languages  
for instruction:**  
By teacher

**Percent of program teachers  
proficient in both languages:**  
100%

**Languages used for content area subjects  
and electives:**

**K—Spanish instruction:**  
Social Studies, Math, Science, Reading

**K—English instruction:**  
Gym, Reading

**Percent of program staff  
proficient in both languages:**  
100%

**Additional program staff:**

- 1 full time resource teacher
- 2 full time bilingual aides
- 1 full time director
- 1 part time consultant

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Computer use:**

The program uses computers to teach ESL and SSL  
to the parents.

**PROGRAM EVALUATION**

**Evaluator:**

Dr. Isabel Cid Sirgado  
Academic Enterprises  
230 East 18th Street  
New York, NY 10003  
212-260-0319

**Evaluation components and procedures:**

*Items under assessment*

Spanish proficiency

*Procedures/Instruments*

Language survey, LAB

English proficiency

Language survey, LAB

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- School visits, classroom assistance, and language classes
- The program provides English and Spanish classes for the parents twice a week and parent workshops twice a month
- Trips for parents

**Community responses to the program:**

- Overwhelming enthusiasm
- Other schools in the district are interested in having the program next year. They visited our school and liked the program
- The program is known by the Community School Board members who have visited the school

**School Board's view of the program:**

- Very excited because it is the only two-way program in the district
- The School Board likes the idea of getting the parents involved
- The School Board wants other schools to write a proposal for the year 1992

**Advice to start-up programs:**

- Be very positive and eager to work because there are a lot of beautiful things that can be done with the children, the teachers, and the parents

**Most important features of the program:**

- Parent involvement
- Hard work from program teachers, the resource teacher, and paraprofessionals
- Enthusiasm of the Program Director

**Community School District 17  
Brooklyn, New York**

***Community School District 17 Dual Language Program***

**Schools:**

Sites to be determined during project planning activities. Two are anticipated.

**Contact persons:**

Carol E. Pertchik, Project Facilitator  
Community School District 17  
402 Eastern Parkway  
Brooklyn, NY 11225  
718-604-4244

Bess N. Reynolds, Superintendent  
Community School District 17  
402 Eastern Parkway  
Brooklyn, NY 11225  
718-604-4224

**BACKGROUND INFORMATION**

**Languages used in the program:**

Haitian Creole/English  
Spanish/English

**Year program began:**

1991 (planning)  
Fall 1992 (instruction)

**Criteria for selecting and accepting students:**

***Haitian Creole and Spanish speakers:***  
Kindergarten children who score below 40% on the LAB exam

***English speakers:***  
Native speakers of English entering kindergarten will be recruited

**Recruitment procedures:**

Recruitment will be at the school level employing outreach strategies to be identified during the planning phase.

**Grade level(s) of the program:**

K

**Grade level increases planned:**

1992-93: K  
1993-94: K-1  
1994-95: K-2

**Program size:**

Grade level	# of Classes	Class size
K	1 or 2	25-30
K	1 or 2	25-30

There will be two kindergarten components—one will be composed of Haitian Creole and English speakers and the other of Spanish and English speakers. Figures are anticipated.

**Funding sources:**

New York State Department of Education, Division of Bilingual Education

**Program materials available to others:**

- Comprehensive Instructional Management System (CIMS) for Mathematics is presently being translated into Haitian Creole. The Spanish version is already available
- Kindergarten Children of the Rainbow (Spanish and ESL versions) is also available

**Program objectives:**

- To expand the delivery of bilingual services to limited English proficient and English proficient students
- To promote bilingualism
- To provide educational excellence and equity
- To increase and enhance understanding in our multicultural community

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish, Haitian Creole  
will be used for instruction:**  
K 50%

**Method of separating languages  
for instruction:**  
To be determined

**Curriculum/materials development:**  
Translation of the Comprehensive Instructional  
Management System (CIMS) for Mathematics is in  
progress. Additional materials will be developed as  
needed.

**PROGRAM EVALUATION**

No information at this time.

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Parent Councils and school visits
- Consultation committees

**School Board's view of the program:**

- Community School District 17, encompassing the Crown Heights and East Flatbush neighborhoods of Brooklyn, is committed to providing quality bilingual and English as a Second Language programs to all limited English proficient students. The district is further committed to extending the benefits of bilingual and bicultural education to our monolingual population through dual language education. It is these initiatives that will bring African-American, Caribbean, Haitian, Hispanic, Asian, Lubavitch, and other cultures of our community together

**Community School District 19  
Brooklyn, New York**

***Project GLEAM***

**School:**

PS #13  
557 Pennsylvania Avenue  
Brooklyn, NY 11207  
718-498-3717

**Contact persons:**

Frances Camacho, Coordinator  
Bilingual Programs  
CSD 19 Bilingual Office  
557 Pennsylvania Avenue  
Brooklyn, NY 11207  
718-257-6900 x386

Maria Reinertsen, Coordinator  
Two-Way Bilingual Program  
CSD 19 Bilingual Office  
557 Pennsylvania Avenue  
Brooklyn, NY 11207  
718-257-6900 x386

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-2

**Year program began:**  
1988-89

**Program size:**

Grade level	# of Classes	Class size
K	2	28 (average)
1	2	25 (average)
2	2	29 (average)

**Ethnic/racial breakdown of school:**  
48% Hispanic; 51% Black; 1% Other

**Criteria for selecting and accepting students:*****Spanish speakers:***

Students who score at or below 40% on the LAB exam

***English speakers:***

Students must score above 40% on the LAB exam

**Funding sources:**

New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Categorical Funds

**Program materials available to others:**

- Video on one of the projects
- Parent and teacher program information packet

**Recruitment procedures:**

Students are recruited from the existing pre-kindergarten program.

**Program objectives:**

- To promote bilingualism for limited English proficient and English proficient students
- To provide equity and excellence to program students
- To teach state and local required curricula in English and Spanish to students
- To ensure that the program students are tested in a fair and unbiased manner
- To increase understanding in multicultural and multilingual schools and communities
- To increase participation of parents in school activities

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

**LEP students:**

K	80%
1	75%
2	70%

**EP students:**

K	20%
1	25%
2	30%

**Method of separating languages for instruction:**

By teacher—students receive content area instruction from the native language teacher and the second language teacher.

**Languages used for content area subjects and electives:**

**K (LEP)—Spanish instruction:**

Native Language Arts

**1-2 (LEP)—Spanish instruction:**

Reading, Math, Social Studies, Science

**1-2 (EP)—Spanish instruction:**

At least 15% of SSL instruction is given in content area

**K (EP)—English instruction:**

Native Language Arts

**1-2 (EP)—English instruction:**

Reading, Math, Social Studies, Science

**1-2 (LEP)—English instruction:**

At least 15% of ESL instruction is given in content area

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Students are grouped according to language dominance. LEP and EP students are integrated for culminating unit activities in all subject areas. These activities may include assembly programs, trips, and music activities.

**Percent of program teachers proficient in both languages:**

50%

**Percent of program staff proficient in both languages:**

66%

**Additional program staff:**

•2 full time bilingual aides

•1 full time (English) monolingual aide

**Computer use:**

Children participate in the Writing to Read Program and its Spanish counterpart, VALE.

**Curriculum/materials development:**

All program components are required to follow New York State and New York City Bilingual Core Curriculum Essential Learning Outcomes in the major subject areas. Syllabus for second language learning adheres to NYS Checkpoint A: Spanish.



**PROGRAM EVALUATION**

**Evaluator:**

Dr. Isabel Cid Sirgado  
Academic Enterprises  
230 East 18th Street  
New York, NY 10003  
212-260-0319

**Evaluation components and procedures:**

*Items under assessment*

*Procedures/Instruments*

Spanish proficiency

LAB

English proficiency

LAB

Academic achievement in Spanish

SABE

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Classroom assistance and language classes
- The program has an extensive parental component
- Parents participate in classroom activities and in second language classes
- Workshops in parenting skills are also offered

**Community responses to the program:**

- This program is viewed as a very positive part of the district's bilingual program in that it promotes integration of LEP students and increases parent participation

**School Board's view of the program:**

- This program is viewed city-wide and state-wide as a quality educational program

**Advice to start-up programs:**

- Starting projects should view alternative models so that they might find the one which is most suitable for their population

**Most important feature of the program:**

- The emphasis on enrichment rather than the remedial and the involvement of parents



**Community School District 20  
Brooklyn, New York**

***Two-Way Bilingual Academy***

**School:**

Luis Muñoz Marín PS #314  
330 59th Street  
Brooklyn, NY 11220  
718-492-0087

**Contact persons:**

Ms. Milady Baez, Assistant Principal  
Luis Muñoz Marín PS #314  
330 59th Street  
Brooklyn, NY 11220  
718-492-0087

Marlene Gonzalez, Program Coordinator  
Luis Muñoz Marín PS #314  
330 59th Street  
Brooklyn, NY 11220  
718-492-0087

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K

**Year program began:**  
1991-92

**Grade level increases planned:**  
1992-93: K-1  
1993-94: K-2

**Ethnic/racial breakdown of school:**  
85.6% Hispanic; 2.8% Black; 2.9 % White;  
8.7% Asian/Pacific Islander, American Indian

**Program size:**

Grade level	# of Classes	Class size
K	2	57 (total)

**Criteria for selecting and accepting students:*****Spanish speakers:***

LAB scores below 40% in English; LAB score in their native language of 90% or better; screening for behaviors associated with gifted and talented

***English speakers:***

An effort is made to recruit students for whom Spanish is a second language and represents the cultural and economic groups in the community; LAB scores in English of 90% or higher; screening for gifted and talented behaviors

**Funding sources:**

New York State Department of Education, Division of Bilingual Education, Two-Way Categorical Funds

**Recruitment procedures:**

The principal, early childhood assistant principal, and the coordinator initiate recruitment during the month of May. The selection process involves a screening done by the coordinator and parents, using a checklist of specific behaviors.

**Other non-native English speakers in the program:**  
Chinese

**Program objectives:**

- To develop dual language proficiency and academic achievement in all students participating in the program
- To improve the equity and quality of services provided to our LEP population
- To integrate English proficient and limited English proficient students

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

**LEP students:**

K 28% (1st semester)  
49% (2nd semester)

**EP students:**

K 31%

**Method of separating languages for instruction:**

At the kindergarten level children are grouped by language dominance for instruction. Summaries at the end of the lessons are done in the target language. Languages are separated by subject.

**Languages used for content area subjects and electives:**

**K (EP)—Spanish instruction:**

P.E., Music, Art

**K (EP)—English instruction:**

Reading, Math, Science, Social Studies

**K (LEP)—Spanish instruction:**

Reading, Math, Science, Social Studies

**K (LEP)—English instruction:**

P.E., Music, Art

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Students are grouped for instruction by language dominance. In kindergarten they are separated for reading readiness (English and Spanish), ESL/SSL, science and social studies. They are integrated for math, music, art, and P.E.

**Percent of program teachers proficient in both languages:**  
60%

**Percent of program staff proficient in both languages:**  
60%

**Additional program staff:**

- 2 full time (English) monolingual aides
- 1 full time coordinator

**Curriculum/materials development:**

The teachers and coordinator are in the process of developing curricula that focus on an interdisciplinary, hands-on, multicultural approach, utilizing learning centers.

**PROGRAM EVALUATION**

**Evaluator:**

David Kiholer  
37 Woodmere Boulevard  
Woodmere, NY 115948  
516-374-7165

211

**Evaluation components and procedures:**

*Items under assessment*

*Procedures/Instruments*

Spanish proficiency

LAB

// English proficiency

LAB

Academic achievement in Spanish

City-wide tests

Academic achievement in English

City-wide tests

Attitudes

Survey

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Classroom assistance and language classes (ESL and SSL)
- Parents participate through workshops or techniques for helping children at home
- Cultural exchange between parents which can be taken into the classroom

**Community responses to the program:**

- Very positive

**Advice to start-up programs:**

- Make sure the teachers share a good rapport with each other and with the parents of students in the program

**Most important feature of the program:**

- The development of skills in two languages while integrating English proficient and limited English proficient students

**Community School District 23  
Brooklyn, New York**

***Two-Way Bilingual Education Program***

**Schools:**

PS #332K  
51 Christopher Avenue  
Brooklyn, NY 11212  
718-495-7805

PS #155K  
1355 Herkimer Street  
Brooklyn, NY 11233  
718-495-7751

**Contact persons:**

Edward Millman  
Director of Curriculum and Instruction  
2240 Dean Street, Room 317  
Brooklyn, NY 11233  
718-495-7725

Jacob Aybar/ Maria Lopez  
2240 Dean Street, Room 317  
Brooklyn, NY 11233  
718-495-7729

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
Pre-K-2

**Year program began:**  
1989-1990

**Ethnic/racial breakdown of district:**  
18% Hispanic; 80% Black; 2% Other

**Criteria for selecting and accepting students:**

***Spanish speakers:***

LAB assessment of language skills in both languages, parental consent, recommendation by the ESL teacher and the Two-Way Bilingual Program teacher

***English speakers:***

Parental consent and proclivity for learning a second language

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
<i>PS #332:</i>		
Pre-K	2	16 (average)
K	2	28 (average)
1	2	29 (average)
<i>PS #155:</i>		
K	2	29 (average)
1	2	27 (average)
2	2	22 (average)

**Funding sources:**

New York State Department of Education, Division of Bilingual Education, Two-Way Categorical Funds

**Program objectives:**

- At least 80% of participating LEP pupils will score an average gain of 10 NCE's in the English speaking subtest on the LAB examination
- At least 80% of participating LEP pupils in grade 2 will score an average gain of 10 NCE's in the English reading subtest on the LAB examination
- At least 80% of the Hispanic LEP pupils in grades 1 and 2 will demonstrate a gain of 5 NCE's, as measured by the Spanish reading subtest of the Spanish version of the LAB examination
- At least 80% of the Hispanic LEP students in grade 1 will achieve a passing grade in mathematics, as measured by course evaluation where the primary language of instruction and evaluation is Spanish
- At least 80% of the Hispanic LEP pupils in grades 1 and 2 will achieve a passing grade in social studies and science, as determined by course evaluation where the primary language of instruction and evaluation is Spanish
- At least 80% of EP pupils will demonstrate a mean gain of 10 NCE's, as measured by the Speaking subtest of the Spanish LAB examination
- At least 80% of EP pupils in grade 2 will demonstrate a mean gain of 5 NCE's, as measured by the reading subtest of the Spanish LAB examination
- EP students in grades 1 and 2 will demonstrate a mean gain of 5 NCEs, as measured by the MAT in reading
- At least 80% of EP students in grade 1 will achieve a passing grade in mathematics, as measured by course evaluation
- At least 80% of EP students in grades 1 and 2 will achieve a passing grade in social studies and science, as determined by course evaluation where the primary language of instruction is English

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

*LEP students:*

Pre-K-K	80%
1	70%
2	60%

*EP students:*

Pre-K-K	20%
1	30%
2	40%

**Method of separating languages for instruction:**

LEP students and EP students are kept in separate classrooms two-thirds of the time. They work together one-third of the time.

**Instructional grouping:**

Students are grouped according to learning abilities and by language dominance for LEP students, Spanish-speaking students, and EP students. Students are separated for two-thirds of the instructional time.

**Percent of program teachers proficient in both languages:**  
60%

**Percent of program staff proficient in both languages:**  
60%

**Languages used for content area subjects and electives:**

***Pre-K—Spanish instruction:***

Social Studies, Math, Science, Art, Gym

***Pre-K—English instruction:***

Social Studies, Math, Science, Art, Gym

***K—Spanish instruction:***

Art, Gym

***K—English instruction:***

Social Studies, Math, Science

***1—Spanish instruction:***

Math

***1—English instruction:***

Social Studies, Science, Art, Gym

***2—Spanish instruction:***

Social Studies, Art

***2—English instruction:***

Math, Science, Gym

**Language of initial reading instruction:**

***Spanish speakers:***

Spanish

***English speakers:***

English

**Additional program staff:**

•1 full time resource teacher

•4 bilingual aides

•3 English monolingual aides

**Curriculum/materials development:**

The resource teacher has developed specific curricula for the two-way program including lesson plans and teacher-made resource materials on language acquisition and multicultural set up.

**PROGRAM EVALUATION**

**Evaluator:**

Joseph Pacheco

2240 Dean Street

Brooklyn, NY 11233

718-495-7711

**Evaluation components and procedures:**

***Items under assessment***

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

Reading, Mathematics

***Procedures/Instruments***

LAB

LAB

LAB

LAB

Checklist, Teacher observation

Checklist, Teacher observation

New York City Reading and Mathematics Test

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- School visits, classroom assistance, and language classes (ESL and SSL)
- Discussion on supporting students at home
- Orientation meeting for parents
- Weekly workshops for parents
- Parent Association activities

**Community responses to the program:**

- The community responses to the program have been extremely positive
- A large number of parents have participated in the bicultural activities prepared for the program staff
- Parents have also been participating in the ESL and SSL lessons offered by the program coordinator

**School Board's view of the program:**

- Members of the School Board have visited our program
- The program has received a lot of feedback, and they hope that the program will continue

**Advice to start-up programs:**

- Project staff should meet at least once a month for staff development and project coordination purposes
- Project staff should develop a newsletter for project and district parents
- Highly visible cultural activities planned by staff, students, and parents to strengthen project spirit and identity
- Second language acquisition component for EP students must be emphasized

**Most important feature of the program:**

- The program is the first in New York City to have a full day pre-K two-way bilingual program in collaboration with Superstart, a New York City comprehensive pre-K program



**Community School District 32  
Brooklyn, New York**

***Project BEBE (Bilingual Education Benefits Everyone)***

**Schools:**

PS #274  
800 Bushwick Avenue  
Brooklyn, NY 11221  
718-574-0273

PS #45K  
84 Schaeffer Street  
Brooklyn, NY 11207  
718-574-0235

**Contact persons:**

Elsie Loperena Munafo  
Two-Way Coordinator  
Community School District 32, Multilingual Center  
797 Bushwick Avenue  
Brooklyn, NY 11221  
718-574-1137

Victoria Delgado  
Supervisor of Bilingual Education  
Community School District 32, Multilingual Center  
797 Bushwick Avenue  
Brooklyn, NY 11221  
718-574-1138 or 1139

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-3

**Year program began:**  
PS #274 (1988)  
PS #45 (1989)

**Grade level increases planned:**  
The program will expand one grade level per year.

**Ethnic/racial breakdown of school:**  
PS #274: 75.4% Hispanic; 23% Black;  
<1% White; <1% Asian; <1% American Indian  
PS #45: 29.9% Hispanic; 69.7% Black;  
<1% White; <1% Asian

**Program size:**

Grade level	# of Classes	Class size
<i>PS #274:</i>		
K	2	25
1	2	25
2	2	25
<i>PS #45:</i>		
K	2	25
1	2	25
2	2	25
3	2	25

**Criteria for selecting and accepting students:**

**Spanish speakers:**  
LAB Scores

**English speakers:**  
Parent interest, principals' recommendation,  
teacher interest

**Funding sources:**

New York State Department of Education, Division  
of Bilingual Education, Bilingual Categorical  
Funds

**Recruitment procedures:**

Children are given the LAB exam and placed in  
bilingual classes based on LEP status; EP children  
are recruited during the registration period with  
their parents.

**Program materials available to others:**

•Print material



**Program objectives:**

- Promotion of bilingualism
- Promotion of bilingualism as an enrichment concept
- Promotion of greater understanding between linguistically and culturally diverse communities
- Promotion of equal educational access for all children
- Promotion of equal educational excellence for all students

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

**LEP students:**

K	70%
1	60%
2-3	50%

**EP students:**

K	30%
1	40%
2-3	50%

**Method of separating languages for instruction:**

By teacher in kindergarten; by teacher and subject in grades 1-3

**Languages used for content area subjects and electives:**

**K—Spanish and English instruction:**

ESL and Native Language Arts; Math, Science, Social Studies in the students' native language; Music, Art, and Dance in the second language

**1—Spanish and English instruction:**

ESL and Native Language Arts; Social Studies and Science in the students' second language; Math in Spanish and English

**2-3—Spanish and English instruction:**

ESL and Native Language Arts; Math, Science, Social Studies, and Science in the students' second language

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Students are grouped by ability. Students are separated for native language arts and native language math during the first year.

**Percent of program teachers proficient in both languages:**

PS #274: 100%

PS #45: 50%

**Additional program staff:**

- 1 full time resource teacher
- 6 full time bilingual aides
- 2 full time monolingual aides

**Computer use:**

Children attend the computer lab at each site after the first year. Computer activities take place in English.

<b>PROGRAM EVALUATION</b>
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**Evaluator:**

Dr. Isabel Cid Sirgado  
 Academic Enterprises  
 230 East 18th Street  
 New York, NY 10003  
 212-260-0319

**Evaluation components and procedures:***Items under assessment*

Spanish proficiency

*Procedures/Instruments*

LAB

English proficiency

LAB

Academic achievement in Spanish

Teacher evaluation

Academic achievement in English

Teacher evaluation

Self-esteem/competence

Teacher evaluation

Attitudes

Teacher evaluation

<b>COMMUNITY SUPPORT AND VIEWPOINT</b>
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**Parent involvement:**

- Parent Councils, school visits, and language classes (ESL, SSL)
- Parents attend workshops held by the site resource teacher
- Parents have also attended trips to the United Nations, museums, and health fairs
- Presentations during parent workshops have been planned to help parents become aware of the role they play in the education of their children

**Community responses to the program:**

- Community responses have been favorable
- The strongest advocates for second language learning have been the parents who recognize that learning Spanish is an enrichment for their children

**School Board's view of the program:**

- The School Board's view of the program has been favorable
- Some members have been supportive and have shared this with others

**Advice to start-up programs:**

- When planning such a program, have the teachers and principals who will be implementing the project as participants of the planning team

**Most important feature of the program:**

- This type of program has made it possible for bilingual education to be seen as an enrichment type of program by people who in the past thought it to be only a remedial program

**New York City Board of Education  
New York, New York**

***Project BESTWAY (Brandeis English Spanish Two-Way)***

**School:**

Louis D. Brandeis High School  
145 West 84th Street  
New York, NY 10024  
212-779-0300

**Contact persons:**

Marion Halberg  
Project BESTWAY Coordinator  
Louis D. Brandeis High School  
145 West 84th Street  
New York, NY 10024  
212-873-5581

Maria C. Giacone  
Project BESTWAY Director  
Assistant Principal Foreign Language/ESL  
Louis D. Brandeis High School  
145 West 84th Street  
New York, NY 10024  
212-799-0300 x439

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1989

**Ethnic/racial breakdown of school:**  
60% Hispanic; 40% Black

**Criteria for selecting and accepting students:**

***Spanish speakers:***

Students who score below 40% on the English LAB; content area instruction in Spanish bilingual program; interview with Project Coordinator

***English speakers:***

Students who score above 40% on the English LAB; content area instruction in English mainstream; interview with Project Coordinator

**Recruitment procedures:**

The students are recruited through in-house interviews and through junior high articulation based on academic achievement

**Grade level(s) of the program:**  
9-12

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
9/10	1	30
11/12	1	30

Program will expand to allow more students per grade level.

**Funding sources:**

New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Categorical Funds

**Program materials available to others:**

- Curriculum guides
- Student publications
- Student newsletter
- Brochure

**Program objectives:**

- To promote bilingualism for English and Spanish speakers in an academic setting
- To develop an awareness and appreciation of multi-ethnic, multicultural, and multilingual aspects of the community
- To prepare students for college study of English and Spanish
- To enhance self-esteem
- To develop critical thinking skills

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**  
9-12                      50%

**Method of separating languages  
for instruction:**

The language of instruction alternates on a weekly basis. The teachers alternate as well (i.e. there is a Spanish-speaking teacher and an English-speaking teacher)

**Languages used for content area subjects  
and electives:**

Subjects are taught in both languages and courses are offered to students in various grade levels: Contemporary Adolescent Concerns, Computer Communications, Decision Making, Word Processing (WordPerfect English and Spanish), Economics.

**Instructional grouping:**

Students are integrated for the courses that are two-way: Contemporary Adolescent Concerns, Computer Communications, Decision Making, Word Processing, and Economics.

**Percent of program teachers  
proficient in both languages:**  
100%

**Percent of program staff  
proficient in both languages:**  
100%

**Additional program staff:**

- 1 program coordinator
- 1 program director

**Computer use:**

Word Processing, Economics, and Computer Communications are all computer courses using a two-way instructional model.

**Curriculum/materials development:**

Program teachers have developed curricula for Contemporary Adolescent Concerns, Decision Making, and other two-way courses.

**PROGRAM EVALUATION**

**Evaluator:**

Metis Associates, Inc.  
80 Broad Street, Suite 1600  
New York, NY 10004-2209  
212-425-8833

**Evaluation components and procedures:**

*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Academic achievement in content areas

*Procedures/Instruments*

LAB, Course grades

LAB, Course grades

LAB, Course grades

LAB, Course grades

Course grades, Standardized examinations

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- School visits
- Project BESTWAY produces a Parents' Newsletter which is mailed to parents of students in the program

**Community responses to the program:**

- Positive article in *Noticias del Mundo*, a widely circulated Spanish language newspaper, highlighted two years at Brandeis High School
- Article by program director featured in the New York City Writing Project Newsletter.
- Parents feel the program is very good and important

**School Board's view of the program:**

- District superintendent is supportive of the program

**Advice to start-up programs:**

- Be aware that programs may need to change to fit changing circumstances
- Try to restructure the program to fit the students' needs—the traditional models may not be appropriate

**Most important features of the program:**

- Recognize, validate, and appreciate cultural diversity of participants as well as linguistic differences and how they enhance each student's academic achievement
- Good rapport with students and staff
- Open to change, committed to change, and willing to try new things

**Community School District 1  
New York, New York**

***Project EPIC (Early Partial Immersion for Children)***

**Schools:**

PS #19  
185 First Avenue  
New York, NY 10009  
212-533-5340

PS #188  
442 East Houston Street  
New York, NY 10009  
212-677-2686

**Contact persons:**

Ray Rosenberg, Director of Bilingual Education  
Community School District 1  
Montgomery Street, Room 209  
New York, NY 10002  
212-349-9120

Peggy Duran  
Community School District 1  
Montgomery Street, Room 209  
New York, NY 10002  
212-349-9120, x219

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1985

**Ethnic/racial breakdown of district:**  
72.9% Hispanic; 15.2% Black; 8.2% Asian;  
3% Other

**Criteria for selecting and accepting students:**

***Spanish speakers:***

By parental option

***English speakers:***

By parental option for applicants at kindergarten and first grade; at the upper grade levels, students must have some knowledge of Spanish.

**Other non-native English speakers in the program:**  
Chinese, Tagalog

**Recruitment procedures:**

- Presentations at the neighborhood's day care centers and parent involvement groups
- Pre-registration flyers
- Visitation to the program by interested parties

**Grade level(s) of the program:**

PS #19: K-3

PS #188: K-2

**Program size:**

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
<i>PS #19:</i>		
K	1	21
1	1	21
2	1	20
3	1	21
<i>PS #188</i>		
K	2	20 (average)
1	2	20 (average)
2	2	18 (average)

**Funding sources:**

Title VII DBE Grant

**Program materials available to others:**

- Program brochures in English and Spanish

**Program objectives:**

- To promote multicultural understanding and appreciation of classmates from different linguistic and cultural backgrounds while at the same time bringing forth well-rounded, fluent bilingual students eager to continue their quest for educational excellence

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**  
K-3                      50%

**Method of separating languages  
for instruction:**  
A separate native speaker and classroom  
environment for each language

**Languages used for content area subjects  
and electives:**

**K-1—Spanish instruction:**

Math, Science, Enrichment

**K-1—English instruction:**

Social Studies, Math, Gym, Enrichment

**2-3—Spanish instruction:**

Social Studies, Math, Enrichment

**2-3—English instruction:**

Math, Science, Gym, Enrichment

**Language of initial reading instruction:**

**Spanish speaker:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Students work in heterogeneous cooperative  
learning groups and are integrated during content  
instruction.

**Percent of program teachers  
proficient in both languages:**  
50%

**Percent of program staff  
proficient in both languages:**  
75%

**Additional program staff:**

- 1 part time resource teacher
- 1 full time bilingual aide per class
- 1 project coordinator

**Computer use:**

Computer use in both languages

**Curriculum/materials development:**

In the process of investigating funding for writing  
integrated curriculum units and alternate  
assessment.

**PROGRAM EVALUATION**

**Evaluator:**

Metis Associates, Inc.

80 Broad Street, Suite 1600

New York, NY 10004-2209

212-425-8833



**Evaluation components and procedures:**

*Items under assessment*

*Procedures/Instruments*

Spanish proficiency

LAB

English proficiency

LAB

Academic achievement in Spanish

LAB, DRP

Academic achievement in English

DRP

Mathematics

MAT, PEP

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Parent Councils, school visits, classroom assistance, and language classes
- GED and ESL classes for parents
- Parent Leadership Institute

**Community responses to the program:**

- Parents of children in the program are very pleased. However, other teachers and parents are envious of resources and materials in the two-way classroom

**School Board's view of the program:**

- Supports the program

**Advice to start-up programs:**

- Visit existing programs

**Most important features of the program:**

- Concerned, enthusiastic teachers and involved parents
- Strong support by the Project Director and the Coordinator



**Community School District 2  
New York, New York**

***International Academy for Bilingual Education and Bicultural Studies***

**School:**

PS #1 — Manhattan  
8 Henry Street  
New York, NY 10038  
212-267-4133

**Contact persons:**

Mr. Rosendo Abreu  
Funded Programs Director  
330 West 18th Street  
New York, NY 10011  
212-337-8769

Marguerite Straus  
Principal, PS #1  
8 Henry Street  
New York, NY 10038  
212-267-4133

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Chinese/English

**Grade level(s) of the program:**  
Pre-K–K

**Year program began:**  
1990

**Program size:**

Grade level	# of Classes	Class size
Pre-K	1	18
K	1	22

**Ethnic/racial breakdown of school:**  
70% Chinese; 30% Black

**Criteria for selecting and accepting students:**  
School zone

**Funding sources:**  
Title VII DBE Grant

**Recruitment procedures:**

- Advertisements in the newspaper
- School advertisement
- Posters
- PTA Meetings

**Program objectives:**

- Participating LEP students will show improvement in English language skills
- Students in the program will attain dual language proficiency
- Participating students will improve their ability to develop their thinking skills, solve problems, and do creative work
- Participating students will improve their knowledge of and attitudes toward their own culture and other cultures

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Chinese is used for instruction:**

Pre-K 50%  
K 30%

**Method of separating languages for instruction:**

By subject

**Languages used for content area subjects and electives:**

**Pre-K—Chinese instruction:**

Language Arts, Music/Movement, Small Group Activities

**Pre-K—English instruction:**

Language Arts, Music/Movement, Small Group Activities

**K—Chinese instruction:**

Chinese Language Arts, Math, Art, Music/Movement

**K—English instruction:**

English Language Arts, Math, Art, Gym, Music/Movement

**Language of initial reading instruction:**

**Chinese speakers:**

English

**English speakers:**

English

**Instructional grouping:**

Students are grouped for instruction during activity times. Students are integrated during content instruction.

**Percent of program teachers proficient in both languages:**

100%

**Percent of program staff proficient in both languages:**

75%

**Additional program staff:**

- 1 full time resource teacher
- 2 full time bilingual aides
- 1 full time principal school neighborhood worker

**Curriculum/materials development:**

On-going informal curriculum development

**PROGRAM EVALUATION**

**Evaluator:**

Denise Cantalupe

Office of Research, Evaluation, and Assessment

110 Livingston Street

Brooklyn, NY 11201

718-935-3790

**Evaluation components and procedures:**

*Items under assessment*

Chinese proficiency

*Procedures/Instruments*

Informal oral assessment

English proficiency

LAB

Academic achievement in English

Pre-K checklist, K report card/grades

Self-esteem/competence

Checklist

Attitudes

Checklist

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Parent Councils, school visits, classroom assistance, and language classes

**Community responses to the program:**

- Long waiting list
- Tremendous need for this service in the community

**School Board's view of the program:**

- Beneficial to the children and the community

**Most important features of the program:**

- Team work involving all program staff
- Parental involvement
- Regular and intensive staff development
- Administrative support

**Community School District 3 Dual Language Program\***  
**New York, New York**

***Dual Language Program—PS #75***

**School:**

PS #75  
 735 West End  
 New York, NY 10025  
 212-866-5400

**Contact person:**

Ruth Swinney  
 Director, Multicultural/Multilingual Office, District 3  
 300 West 96th Street  
 New York, NY 10025  
 212-678-2938

**BACKGROUND INFORMATION**

**Languages used in the program:**  
 Spanish/English

**Grade level(s) of the program:**  
 K-5

**Year program began:**  
 1988-89

**Program size:**

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	1	28
1	1	28
2	1	29
3	1	30
4-5	1	33

**Ethnic/racial breakdown of school:**  
 44% Hispanic; 36% Black; 18% White; 2% Asian

**Criteria for selecting and accepting students:*****Spanish speakers:***

LAB test scores

***English speakers***

Home language survey

**Funding sources:**

New York State Department of Education, Division  
 of Bilingual Education, Two-Way Bilingual  
 Categorical Funds

**Recruitment procedures:**

- Parental Choice
- LAB Test for LEP students

**Program materials available to others:**

- Print material
- Brochure

\*There are seven schools that have two-way (developmental) bilingual education programs in District 3. Each school has a separate entry.

**Program objectives:**

- To develop communicative fluency in Spanish and English through an enriched curriculum in all subject areas
- To develop greater understanding and appreciation of cultural and linguistic diversity
- To promote academic achievement commensurate with the child's ability and grade level
- To develop literacy in Spanish and English

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**  
K-5 50%

**Method of separating languages for instruction:**  
By day—all instruction is given one day in English and one day in Spanish—at the end of two weeks the ratio is 50:50

**Languages used for content area subjects and electives:**  
K-5—all subjects are taught in English and in Spanish

**Language of initial reading instruction:**  
*Spanish speakers:*  
Spanish  
*English speakers:*  
English

**Instructional grouping:**  
In some classes, upper grade teachers conduct whole group instruction. Students are integrated during content instruction.

**Percent of program teachers proficient in both languages:**  
100%

**Percent of program staff proficient in both languages:**  
100%

**Additional program staff:**  
•2 full time bilingual aides  
•1 full time language development specialist  
•1 part time staff developer (shared with other programs)

**PROGRAM EVALUATION**

**Evaluator:**  
New York City Board of Education  
Office of Research, Evaluation, and Assessment  
110 Livingston  
Brooklyn, NY 11201

**Evaluation components and procedures:**

*Items under assessment*  
Spanish proficiency

English proficiency

Academic achievement in English

*Procedures/Instruments*  
LAB

LAB

New York City Reading and Math Tests

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Parent Councils, school visits, and classroom assistance
- This school has a very active parent body

**Community responses to the program:**

- Program is extremely popular
- Cannot accommodate all the parents that apply

**School Board's view of the program:**

- They view this program as an "elite" bilingual program

**Advice to start-up programs:**

- Provide intensive staff development prior to starting
- Stress goals

**Most important features of the program:**

- The focus is on the development of literacy in two languages—the program is designed to develop bilingualism and biliteracy
- There is a strong literature component which is aimed to connect students with Hispanic literacy and cultural heritage

**Community School District 3 Dual Language Program\***  
**New York, New York**

***Dual Language Program—PS #84***

**School:**

PS #84  
 32 West 92nd Street  
 New York, NY 10025  
 212-678-2824

**Contact person:**

Ruth Swinney  
 Director, Multicultural/Multilingual Office, District 3  
 300 West 96th Street  
 New York, NY 10025  
 212-678-2938

**BACKGROUND INFORMATION**

**Languages used in the program:**  
 Spanish/English

**Year program began:**  
 1985

**Ethnic/racial breakdown of school:**  
 50% Hispanic; 40% Black; 10% White

**Criteria for selecting and accepting students:**

***Spanish speakers:***

LAB scores

***English speakers:***

Home language survey

**Recruitment procedures:**

•Parental choice

•LAB Scores

**Grade level(s) of the program:**  
 K-6

**Program size:**

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	2	27 (average)
1/2	4	27 (average)
3/4	3	26 (average)
5/6	2	32 (average)

**Funding sources:**

Title VII DBE Grant

**Program materials available to others:**

•Video

•Brochure and print material

*\*There are seven schools that have two-way (developmental) bilingual education programs in District 3. Each school has a separate entry.*

**Program objectives:**

- To develop communicative fluency in Spanish and English through an enriched curriculum in all subject areas
- To develop greater understanding and appreciation of cultural and linguistic diversity
- To promote academic achievement commensurate with the child's ability and grade level
- To develop literacy in Spanish and English

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**  
K-6                      50%

**Method of separating languages  
for instruction:**  
By day—all instruction is given one day in English  
and one day in Spanish—at the end of two weeks  
the ratio is 50:50

**Languages used for content area subjects  
and electives:**  
K-6—all subjects are taught in English and in  
Spanish

**Language of initial reading instruction:**  
**Spanish speakers:**  
Spanish  
**English speakers:**  
English

**Instructional grouping:**  
Students are grouped by ability but mixed  
linguistically and are integrated during content  
instruction.

**Percent of program teachers  
proficient in both languages:**  
100%

**Percent of program staff  
proficient in both languages:**  
100%

**Additional program staff:**  
•3 full time bilingual aides  
•1 full time language development specialist  
•1 part time staff developer (shared with other  
programs)

**Computer use:**  
Computer use in the upper grades

**Curriculum/materials development:**  
Teachers have developed curricula.

**PROGRAM EVALUATION**

**Evaluator:**  
New York City Board of Education  
Office of Research, Evaluation, and Assessment  
110 Livingston  
Brooklyn, NY 11201



**Evaluation components and procedures:**

*Items under assessment*

*Procedures/Instruments*

Spanish proficiency

LAB

English proficiency

LAB

Academic achievement in Spanish

SABE

Academic achievement in English

New York City Reading and Math Tests

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Parent Councils, school visits, classroom assistance, and language classes

**Community responses to the program:**

- Program is very popular
- Cannot accommodate all requests

**School Board's view of the program:**

- The School Board thinks the program is outstanding

**Advice to start-up programs:**

- Provide intensive staff development prior to starting
- Clear linguistic goals
- Support for teachers

**Most important features of the program:**

- The focus is on the development of literacy in two languages—the program is designed to develop bilingualism and biliteracy
- There is a strong literature component which is aimed to connect students with Hispanic literacy and cultural heritage

**Community School District 3 Dual Language Program\***  
**New York, New York**

***Dual Language Program—PS #87***

**School:**

PS #87  
 160 West 78th Street  
 New York, NY 10024  
 212-678-2826

**Contact person:**

Ruth Swinney  
 Director, Multicultural/Multilingual Office, District 3  
 300 West 96th Street  
 New York, NY 10025  
 212-678-2938

**BACKGROUND INFORMATION**

**Languages used in the program:**  
 Spanish/English

**Grade level(s) of the program:**  
 K-4

**Year program began:**  
 1988-89

**Grade level increases planned:**  
 1992-93: K-5

**Ethnic/racial breakdown of school:**  
 68% White; 20% Black; 12% Hispanic

**Program size:**

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	1	28
1	1	28
2	1	29
3/4	1	25

**Criteria for selecting and accepting students:**

***Spanish speakers:***

LAB scores

***English speakers:***

Home language survey

**Funding sources:**

New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Categorical Funds

**Recruitment procedures:**

- Parental choice
- LAB Test for LEP students

**Program materials available to others:**

- Print material

\*There are seven schools that have two-way (developmental) bilingual education programs in District 3. Each school has a separate entry.

**Program objectives:**

- To develop communicative fluency in Spanish and English through an enriched curriculum in all subject areas
- To develop greater understanding and appreciation of cultural and linguistic diversity
- To promote academic achievement commensurate with the child's ability and grade level
- To develop literacy in Spanish and English

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**  
K-4 50%

**Method of separating languages for instruction:**

By day—all instruction is given one day in English and one day in Spanish—at the end of two weeks the ratio is 50:50

**Languages used for content area subjects and electives:**  
K-4—all subjects are taught in English and in Spanish

**Language of initial reading instruction:**  
*Spanish speakers:*  
Spanish  
*English speakers:*  
English

**Instructional grouping:**

All instruction is individualized. Groups are formed by ability level but are mixed linguistically, except for reading. Students are integrated during content instruction.

**Percent of program teachers proficient in both languages:**  
100%

**Percent of program staff proficient in both languages:**  
100%

**Additional program staff:**

- 1 full time bilingual aide
- 1 part time staff developer (shared with other programs)

**Curriculum/materials development:**  
Teachers have developed curricula and games to develop language skills.

**PROGRAM EVALUATION**

**Evaluator:**

New York City Board of Education  
Office of Research, Evaluation, and Assessment  
110 Livingston  
Brooklyn, NY 11201

**Evaluation components and procedures:**

*Items under assessment*  
Spanish proficiency

English proficiency

Academic achievement in English

*Procedures/Instruments*  
LAB

LAB

New York City Reading and Math Tests

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Parent Councils, school visits, classroom assistance, and language classes
- This school has a very active parent body

**Community responses to the program:**

- This is one of the most sought after programs in the district
- There are long waiting lists for kindergarten

**School Board's view of the program:**

- The School Board views this as one of the best programs in the city

**Advice to start-up programs:**

- Provide intensive staff development prior to starting
- Start staff development very early, long before program implementation.

**Most important features of the program:**

- The focus is on the development of literacy in two languages—the program is designed to develop bilingualism and biliteracy
- There is a strong literature component which is aimed to connect students with Hispanic literacy and cultural heritage

**Community School District 3 Dual Language Program\***  
**New York, New York**

***Dual Language Program—PS #144***

**School:**

PS #144  
 134 West 122nd Street  
 New York, NY 10027  
 212-6478-2908

**Contact person:**

Ruth Swinney  
 Director, Multicultural/Multilingual Office, District 3  
 300 West 96th Street  
 New York, NY 10025  
 212-678-2938

**BACKGROUND INFORMATION**

**Languages used in the program:**  
 Spanish/English

**Year program began:**  
 1991

**Ethnic/racial breakdown of school:**  
 90% Black; 10% Hispanic

**Criteria for selecting and accepting students:**

***Spanish speakers:***

LAB scores

***English speakers:***

Home language survey

**Recruitment procedures:**

•Parent choice

•LAB scores

**Grade level(s) of the program:**  
 K-3

**Grade level increases planned:**  
 The program will increase to grade level 4.

**Program size:**

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K-1	1	22
2-3	1	23

**Funding sources:**

New York State Department of Education, Division  
 of Bilingual Education, Two-Way Bilingual  
 Categorical Funds

**Program materials available to others:**

•Brochure

\*There are seven schools that have two-way (developmental) bilingual education programs in District 3. Each school has a separate entry.

**Program objectives:**

- To develop communicative fluency in Spanish and English through an enriched curriculum in all subject areas
- To develop greater understanding and appreciation of cultural and linguistic diversity
- To promote academic achievement commensurate with the child's ability and grade level
- To develop literacy in Spanish and English

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**  
K-3 50%

**Method of separating languages for instruction:**

By day—all instruction is given one day in English and one day in Spanish—at the end of two weeks the ratio is 50:50

**Languages used for content area subjects and electives:**

K-3—All subjects are taught in English and Spanish

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

All instruction is individualized. Groups are formed by ability level but are mixed linguistically, except for reading. Students are integrated for content instruction.

**Percent of program teachers proficient in both languages:**  
100%

**Percent of program staff proficient in both languages:**  
100%

**PROGRAM EVALUATION**

**Evaluator:**

New York City Board of Education  
Office of Research, Evaluation, and Assessment  
110 Livingston  
Brooklyn, NY 11201

This program has not been evaluated as of yet.

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- School visits, classroom assistance, and language classes
- The parent involvement component is just beginning to develop

**Community responses to the program:**

- Tremendous support

**School Board's view of the program:**

- Supportive; they view this program as an "elite" bilingual program

**Advice to start-up programs:**

- Provide intensive staff development prior to starting

**Most important features of the program:**

- The focus is on the development of literacy in two languages—the program is designed to develop bilingualism and biliteracy
- There is a strong literature component which is aimed to connect students with Hispanic literacy and cultural heritage

**Community School District 3 Dual Language Program\***  
**New York, New York**

***Dual Language Program—PS #165***

**School:**

PS #165  
 234 West 109th Street  
 New York, NY 10025  
 212-678-2873

**Contact person:**

Ruth Swinney  
 Director, Multicultural/Multilingual Office, District 3  
 300 West 96th Street  
 New York, NY 10025  
 212-678-2938

**BACKGROUND INFORMATION**

**Languages used in the program:**  
 Spanish/English

**Year program began:**  
 1988-89

**Ethnic/racial breakdown of school:**  
 98% Hispanic

**Criteria for selecting and accepting students:**

***Spanish speakers:***

LAB scores

***English speakers:***

Home language surveys

**Recruitment procedures:**

- Parental choice
- LAB scores

**Grade level(s) of the program:**  
 K-4

**Grade level increases planned:**  
 The program will increase to grade level 5.

**Program size:**

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	1	22
1	2	22
2	1	24
3-4	1	28

**Funding sources:**

New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Categorical Funds

**Program materials available to others:**

- Brochure

\*There are seven schools that have two-way (developmental) bilingual education programs in District 3. Each school has a separate entry.



**Program objectives:**

- To develop communicative fluency in Spanish and English through an enriched curriculum in all subject areas
- To develop greater understanding and appreciation of cultural and linguistic diversity
- To promote academic achievement commensurate with the child's ability and grade level
- To develop literacy in Spanish and English

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**  
K-4 50%

**Method of separating languages  
for instruction:**

By day—all instruction is given one day in English  
and one day in Spanish—at the end of two weeks  
the ratio is 50:50

**Languages used for content area subjects  
and electives:**  
K-4—all subjects are taught in English and Spanish

**Language of initial reading instruction:**  
**Spanish speakers:**  
Spanish  
**English speakers:**  
English

**Instructional grouping:**

All instruction is individualized. Groups are  
formed by ability level but are mixed linguistically,  
except for reading. Students are integrated for  
content instruction.

**Percent of program teachers  
proficient in both languages:**  
100%

**Percent of program staff  
proficient in both languages:**  
100%

**Additional program staff:**

- 2 full time resource teachers
- 1 paraprofessional for kindergarten and first grade

**PROGRAM EVALUATION**

**Evaluator:**

New York City Board of Education  
Office of Research, Evaluation, and Assessment  
110 Livingston  
Brooklyn, NY 11201

**Evaluation components and procedures:**

*Items under assessment*

Spanish proficiency

*Procedures/Instruments*

LAB, SABE

English proficiency

LAB

Academic achievement in Spanish

SABE

Academic achievement in English

New York City Reading and Math Tests

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- School visits and classroom assistance

**Community responses to the program:**

- Supportive—it is a popular program

**School Board's view of the program:**

- They view this program as an "elite" bilingual program

**Advice to start-up programs:**

- Provide intensive staff development prior to starting

**Most important features of the program:**

- The focus is on the development of literacy in two languages—the program is designed to develop bilingualism and biliteracy
- There is a strong literature component which is aimed to connect students with Hispanic literacy and cultural heritage

**Community School District 3 Dual Language Program\***  
**New York, New York**

***Dual Language Program—PS #191***

**School:**

PS #191  
 210 West 61st Street  
 New York, NY 10023  
 212-678-2810

**Contact person:**

Ruth Swinney  
 Director, Multicultural/Multilingual Office, District 3  
 300 West 96th Street  
 New York, NY 10025  
 212-678-2938

**BACKGROUND INFORMATION**

**Languages used in the program:**  
 Spanish/English

**Year program began:**  
 1989-90

**Ethnic/racial breakdown of school:**  
 99% Black/Hispanic

**Criteria for selecting and accepting students:**

- LAB scores
- Parent choice

**Recruitment procedures:**

- Parent choice
- Language survey

**Grade level(s) of the program:**  
 K-3

**Grade level increases planned:**  
 The program will increase to grade level 5.

**Program size:**

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	1	22
1	1	22
2	1	27
3	1	28

**Funding sources:**

New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Categorical Funds

**Program materials available to others:**

- Brochure

\*There are seven schools that have two-way (developmental) bilingual education programs in District 3. Each school has a separate entry.

**Program objectives:**

- To develop communicative fluency in Spanish and English through an enriched curriculum in all subject areas
- To develop greater understanding and appreciation of cultural and linguistic diversity
- To promote academic achievement commensurate with the child's ability and grade level
- To develop literacy in Spanish and English

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**  
K-3 50%

**Instructional grouping:**  
Students are integrated during content instruction and receive individualized instruction.

**Method of separating languages for instruction:**  
By day—all instruction is given one day in English and one day in Spanish—at the end of two weeks the ratio is 50:50

**Percent of program teachers proficient in both languages:**  
100%

**Languages used for content area subjects and electives:**  
K-3—all subjects are taught in English and in Spanish

**Percent of program staff proficient in both languages:**  
100%

**Language of initial reading instruction:**  
*Spanish speakers:*  
Spanish  
*English speakers:*  
English

**Additional program staff:**  
•1 part time resource teacher  
•1 full time bilingual aide  
•1 part time staff developer

**PROGRAM EVALUATION**

**Evaluator:**  
New York City Board of Education  
Office of Research, Evaluation, and Assessment  
110 Livingston  
Brooklyn, NY 11201

**Evaluation components and procedures:**

*Items under assessment*

Spanish proficiency

*Procedures/Instruments*

LAB, SABE

English proficiency

LAB

Academic achievement in Spanish

SABE

Academic achievement in English

New York City Reading and Math Tests

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Language classes

**Community responses to the program:**

- Supportive—it is a popular program

**School Board's view of the program:**

- They view this program as an "elite" bilingual program

**Advice to start-up programs:**

- Provide intensive staff development prior to starting

**Most important features of the program:**

- The focus is on the development of literacy in two languages—the program is designed to develop bilingualism and biliteracy
- There is a strong literature component which is aimed to connect students with Hispanic literacy and cultural heritage

**Community School District 3 Dual Language Program\***  
**New York, New York**

*Dual Language Middle School*

**School:**

Dual Language Middle School  
 32 West 92nd Street  
 New York, NY 10025  
 212-678-2977

**Contact person:**

Ruth Swinney  
 Director, Multicultural/Multilingual Office, District 3  
 300 West 96th Street  
 New York, NY 10025  
 212-678-2938

**BACKGROUND INFORMATION**

**Languages used in the program:**  
 Spanish/English

**Grade level(s) of the program:**  
 6-8

**Year program began:**  
 1990

**Program size:**

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
6	1	29
7	1	30
8	2	30

**Ethnic/racial breakdown of school:**  
 60% Hispanic; 40% others

**Criteria for selecting and accepting students:**

*Spanish speakers:*

LAB test scores.

*English speakers:*

Parent choice

**Funding sources:**  
 Title VII DBE Grant

**Program materials available to others:**  
 •Brochure

**Recruitment procedures:**  
 This is an alternative school; students apply

\*There are seven schools that have two-way (developmental) bilingual education programs in District 3. Each school has a separate entry.

**Program objectives:**

- To develop communicative fluency in Spanish and English through an enriched curriculum in all subject areas
- To develop greater understanding and appreciation of cultural and linguistic diversity
- To promote academic achievement commensurate with the child's ability and grade level
- To develop literacy in Spanish and English

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**  
6-8 35%

**Method of separating languages  
for instruction:**  
By thematic units, subject, and trimester

**Languages used for content area subjects  
and electives:**  
All students get two trimesters of Science, Social  
Studies, Literature, and Language Arts in English,  
and one trimester of these courses in Spanish.

**Instructional grouping:**  
Students are grouped for instruction by theme and  
are integrated during content instruction.

**Percent of program teachers  
proficient in both languages:**  
90%

**Percent of program staff  
proficient in both languages:**  
90%

**Additional program staff:**  
•1 part time guidance counselor

**Computer use:**  
Computer use in both languages

**PROGRAM EVALUATION**

**Evaluator:**  
New York City Board of Education  
Office of Research, Evaluation, and Assessment  
110 Livingston  
Brooklyn, NY 11201

**Evaluation components and procedures:**  
*Items under assessment*  
Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

*Procedures/Instruments*  
LAB

LAB

SABE

New York City Reading and Math Tests

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- School visits, classroom assistance, and language classes

**Community responses to the program:**

- Supportive

**School Board's view of the program:**

- They consider it an "elite" program

**Advice to start-up programs:**

- Provide intensive staff development prior to starting

**Most important features of the program:**

- The focus is on the development of literacy in two languages—the program is designed to develop bilingualism and biliteracy
- There is a strong literature component which is aimed to connect students with Hispanic literacy and cultural heritage



**Community School District 4  
New York, New York**

***Two-Way Bilingual Education Program***

**Schools:**

PS #7  
160 East 120th Street  
New York, NY 10035  
212-860-5827

PS #112  
535 East 119th Avenue  
New York, NY 10035  
212-860-5868

**Contact person:**

Dorothy Petrilak, Project Coordinator  
Community School District 4  
319 East 117th Street  
New York, NY 10035  
212-860-8924

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-2

**Year program began:**  
Will begin in Fall 1992

**Funding sources:**  
New York State Department of Education, Division  
of Bilingual Education (planning grant)

**Ethnic/racial breakdown of schools:**  
70% Hispanic; 30% Black

***Program objectives:***

- Fluency and literacy in Spanish and English
- Cultural awareness
- Other goals are in the process of being defined

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

No information at this time.

**PROGRAM EVALUATION**

No information at this time.

***COMMUNITY SUPPORT AND VIEWPOINT***

No information at this time.

**Community School District 5  
New York, New York**

***Two-Way Bilingual Education Program Planning Grant***

**Schools:**

Raphael Hernandez/Langston Hughes PS #30  
144-176 128th Street  
New York, NY 10035  
212-690-5903

John H. Finley PS #129  
425 West 130th Street  
New York, NY 10027  
212-690-5932

Don Pedro Albizu Campos PS #161  
499 West 133rd Street  
New York, NY 10027  
212-690-5945

Countee Cullen PS #194  
244 West 144th Street  
New York, NY 10030  
212-690-5954

**Contact persons:**

Victoria Manero, Director of Bilingual  
and Second Language Programs  
Community School District 5  
433 West 123rd Street, Room 132  
New York, NY 10027  
212-769-7504

Jacqueline Bussey, Principal  
Raphael Hernandez/Langston  
Hughes PS #30  
144-176 128th Street  
New York, NY 10035  
212-690-5903

Beverly Ford, Principal  
John H. Finley PS #129  
425 West 130th Street  
New York, NY 10027  
212-690-5932

Karen Melendez, Bilingual Coordinator  
Don Pedro Albizu Campos PS #161  
499 West 133rd Street  
New York, NY 10027  
212-690-5945

Russell Cunningham, Principal  
Countee Cullen PS #194  
244 West 144th Street  
New York, NY 10030  
212-690-5954

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
To be determined.

**Year program began:**  
Will begin September 1992

**Grade level increases planned:**  
To be determined.

**Ethnic/racial breakdown of district:**  
76% Black; 23% Hispanic; <1% White; <1%  
Pacific Islander; <1% American Indian, Alaskan  
Native

**Funding sources:**  
New York State Two-Way Funding; Tax Levy  
Funding

**Criteria for selecting and accepting  
students:**

**Spanish speakers:**  
LAB scores

**English speakers:**  
To be determined

**Recruitment procedures:**  
Criteria to be determined. A large population of  
limited English proficient students exists at two of  
the four projected target sites.

***INSTRUCTIONAL DESIGN AND PROGRAM STAFFING***

No information at this time.

***PROGRAM EVALUATION***

No information at this time.

***COMMUNITY SUPPORT AND VIEWPOINT***

No information at this time.

**Community School District 6  
New York, New York**

***Discovery School Two-Way Bilingual Program for the Gifted and Talented***

**School:**

PS #98 Discovery School  
512 West 212th Street  
New York City, NY 10034  
212-927-7870

**Contact persons:**

Mary Lopez, Coordinator  
Discovery School  
512 West 212th Street  
New York City, NY 10034  
212-927-7870

Ruth E. Acevedo, Resource Teacher  
PS #98 Discovery School  
512 West 212th Street  
New York City, NY 10034  
212-927-7870

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1989

**Ethnic/racial breakdown of school:**  
95% Hispanic; 5% Other (Black, White, Asian)

**Criteria for selecting and accepting students:**

***Spanish speakers***

Application; screening; proficiency in Spanish is required

***English speakers***

Application; screening; no prior knowledge of the Spanish language is required

**Other non-native English speakers in the program:**  
Chinese, Greek, Russian

**Recruitment procedures:**  
Outreach Meetings throughout CSD 6

**Grade level(s) of the program:**  
K-3

**Grade level increases planned:**  
The program will expand to the 4th grade in 1992, if it receives state and federal funding.

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	2	25
1	2	28
2	2	28
3	2	29

**Funding sources:**

New York State Grant for Bilingual Education;  
Title VII DBE Grant

**Program materials available to others:**

- Curriculum guides developed by program teachers
- A speaker to inform others about the program

**Program objectives:**

- To develop a supportive educational setting where children can heighten their giftedness through a multicultural, two-way bilingual, discovery approach
- To promote bilingualism
- To provide services for children within a three-year period to achieve bilingual proficiency

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K	60%
1-3	50%

**Method of separating languages for instruction:**

By teachers who handle different subjects; two teachers for each grade, one English dominant and one Spanish dominant

**Languages used for content area subjects and electives:**

**K-1—Spanish instruction:**

Social Studies, Math, Science, Reading

**K-1—English instruction:**

Reading, Computers, Social Studies, Science, Math

**2-3—Spanish instruction:**

Math, Science, Reading, Social Studies

**2-3—English instruction:**

Social Studies, Reading, Computers, Math, Science

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Students are grouped by Spanish or English dominance. Classes intermix during trips, enrichment activities, and some instruction.

**Percent of program teachers proficient in both languages:**

62%

**Percent of program staff proficient in both languages:**

80%

**Additional program staff:**

- 1 full time coordinator
- 1 full time resource teacher
- 1 full time bilingual aide
- 2 full time (English) monolingual aides
- 1 part time music teacher
- 1 full time art teacher

**Computer use:**

Apple IIe software series for elementary school in English

**Curriculum/materials development:**

Teachers in the program have developed curricula in math, science, social studies, reading, music, and art.

**PROGRAM EVALUATION**

**Evaluator:**

Sylvia Sandridge, Coordinator for Gifted and Talented  
District Office 6  
665 West 182nd Street  
New York, NY 10033  
212-927-7777

**Evaluation components and procedures:**

*Items under assessment*

Spanish proficiency

*Procedures/Instruments*

SABE, LAB

English proficiency

LAB

Academic achievement in Spanish

SABE, LAB

Academic achievement in English

LAB

Screening for learning and thinking abilities

Meeker Structure of Intellect

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Parent Councils, school visits, language classes, trips, and fund raisers
- ESL workshops for the parents

**Community responses to the program:**

- The community is very pleased with the program
- There is a waiting list that has a wait period of two years

**School Board's view of the program:**

- It is a successful program and the Board of Education has been supportive in developing the program in the school

**Advice to start-up programs:**

- Get as much research as possible on the program
- Visit other sites
- Staff the program according to your needs and provide an extensive training program for all personnel who service the program

**Most important feature of the program:**

- The wonderful children in the program, their committed parents who give 100% of their time and energy to the program, and the staff

**Community School District 6  
New York, New York**

***Dual Language Academy, IS #136***

**School:**

IS #136 Harriet Beecher Stowe  
6 Edgecombe Avenue  
New York, NY 10030  
212-491-7676

**Contact persons:**

Elizabeth Pruger  
Principal  
IS #136 Harriet Beecher Stowe  
6 Edgecombe Avenue  
New York, NY 10030  
212-491-7676

Pilar N. Fernandez  
Coordinator  
IS #136 Harriet Beecher Stowe  
6 Edgecombe Avenue  
New York, NY 10030  
212-491-7676

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
6-7

**Year program began:**  
1990

**Grade level increases planned:**  
1992-93: 6-8

**Ethnic/racial breakdown of school:**  
57.1% Hispanic; 42.9% Black

**Program size:**

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
6	2	30
7	2	30

**Criteria for selecting and accepting students:**

***Spanish speakers:***

LAB scores; needs of limited English proficient and at-risk students.

***English speakers:***

Parents' requisition

**Funding sources:**

Title VII DBE Grant; Tax Levy

**Program materials available to others:**

- Video
- Brochure in Spanish and English

**Recruitment procedures:**

In the spring, the Project Coordinator and the Guidance Counselor visit the elementary schools and meet with students and teachers as part of the articulation process. In addition, the team also meets with the Parent Association of the feeder schools.



**Program objectives:**

- To integrate the instructional activities of limited English proficient and English proficient students into a self-continuing dual language program
- To foster the interpersonal and affective development of limited English proficient and English proficient adolescents and their cross-cultural understanding through a counseling and mentoring program
- To organize and train the Academy staff and students' parents as mutually-complementary educational resources

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**  
6-7 40%

**Method of separating languages for instruction:**  
By teacher

**Languages used for content area subjects and electives:**

**6—Spanish instruction:**

Social Studies, Math, Spanish, Health Ed, Computer, Art, Music

**6—English instruction:**

Social Studies, Math, Science, Communication Arts, Gym, Health Ed., Computer, ESL, Music

**7—Spanish instruction:**

Social Studies, Math, Science, Spanish, Home & Career, Computer, Music

**7—English instruction:**

Social Studies, Math, Science, Community Arts, Gym, Home & Career, Computer, ESL, Music

**Instructional grouping:**

Students are grouped according to level for some subjects and following a cooperative learning model for others. Students are paired for informal Spanish as a second language learning. They are separated for Spanish as a subject area.

**Percent of program teachers proficient in both languages:**  
50%

**Percent of program staff proficient in both languages:**  
90%

**Additional program staff:**

- 7 part time resource teachers
- 2 full time bilingual paraprofessionals
- 1 full time bilingual guidance counselor
- 1 full time coordinator

**Computer use:**

There is a computer lab where students use materials in both languages.

**Curriculum/materials development:**

The district has a well established curricula. Planning time for curriculum development is set for a minimum of twice a month.

**PROGRAM EVALUATION**

**Evaluator:**

Dr. Alan Simon  
Education Computer Resource  
170 Broadway, Suite 201  
New York, NY 10038  
212-312-6311

**Evaluation components and procedures:**

*Items under assessment*

*Procedures/Instruments*

Spanish proficiency

SABE

English proficiency

LAB

Academic achievement in Spanish

LAB

Academic achievement in English

DRP

Self-esteem/competence

Mentor/Teacher Evaluation

Other items

Unit tests and portfolios

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Parent Councils
- Parenting workshops are provided and scheduled during the year
- After school ESL classes will begin shortly

**Community responses to the program:**

- Excellent. The Harlem School of the Arts offer scholarships to our students for their After School Program SHIPP. Thirty-nine students from the program were accepted
- The National Conference of Christians and Jews, Inc. video-taped our program during a language awareness class
- Classes visited the offices of *Noticias del Mundo* and their pictures appeared in the paper on several different dates
- A law firm has adopted a class through the Adopt A Class Program and the students are investigating different countries and will hold a mock United Nations assembly in class and will visit the United Nations

**School Board's view of the program:**

- Excellent
- The president of the Board presented the Program at the last School Board meeting

**Advice to start-up programs:**

- To give special importance to the target language

**Most important features of the program:**

- The program enhances cognitive and affective growth in that students' social growth is emphasized, i.e., cross-cultural grouping, mentoring, and guidance programs such as Adopt-A-Class
- Instruction is taking an upturn utilizing a cooperative learning model
- Unit test results in major subjects indicate positive growth

**Community School District 27  
Queens, New York**

**Project Amigos-Unidos (United Friends)**

**Schools:**

PS #60  
91-02 88th Avenue  
Woodhaven, NY 11421  
718-441-5046

IS #53  
1045 Nameoke Street  
Far Rockaway, NY 11691  
718-471-6900

**Contact persons:**

Judy Schroback, Principal  
PS #60  
91-02 88th Avenue  
Woodhaven, NY 11421  
718-441-5046

Vito Martino, Principal  
IS #53  
1045 Nameoke Street  
Far Rockaway, NY 11691  
718-471-6900

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
PS #60: K  
IS #53: 6

**Year program began:**  
January 1992 (planning)  
1992-93 (instruction)

**Grade level increases planned:**  
The program will expand one grade level per year  
until PS #60 is K-3 and IS #53 is 6-8.

**Ethnic/racial breakdown of district:**  
20.5% Hispanic; 42.2% Black; 32.8% White

**Funding sources:**  
New York State Two-Way Planning Grant

**Criteria for selecting and accepting students:**

***Spanish speakers:***

Students who score below 40% on the LAB exam

***English speakers:***

Parent request

***Program objectives:***

- To have native Spanish-speaking students and native English-speaking students become bilingual and achieve academic excellence in both languages

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

No information at this time.

**PROGRAM EVALUATION**

No information at this time.

**COMMUNITY SUPPORT AND VIEWPOINT**

**Community responses to the program:**

- The community is very receptive of the program
- They feel the program will break down barriers and languages will be seen as an asset for all children

**School Board's view of the program:**

- The School Board is very supportive of the program

**Community School District 30  
Queens, New York**

***Two-Way Bilingual Program***

**Schools:**

PS #11, Queens  
54-25 Skillman Avenue  
Woodside, NY 11377  
718-779-2090

PS #149  
93-11 34th Avenue  
Jackson Heights, NY 11372  
718-898-3630

**Contact person:**

Maria Ciccone, Resource Teacher/Coordinator  
PS #11, Queens  
54-25 Skillman Avenue  
Woodside, NY 11377  
718-779-2090

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-2

**Year program began:**  
1988-89

**Program size:**

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	2	25
1	2	25
2	2	25

**Ethnic/racial breakdown of school:**  
50% Hispanic; 10% Black; 20% White;  
20% Asian

**Criteria for selecting and accepting students:*****Spanish speakers:***

A score of less than 40% on the English LAB and parental option in kindergarten

***English speakers:***

A score of more than 40% on the English LAB and parental option in kindergarten

**Other non-native English speakers in the program:**  
Chinese, Korean, Greek

**Funding sources:**

New York State Education Department Two-Way Grant funds the program at the kindergarten level. First and second grades are funded through a city tax levy.

**Recruitment procedures:**

- LEP students are screened to determine level of proficiency in English
- EP students—parental permission

**Program objectives:**

- To integrate limited English proficient and English proficient pupils
- To have both groups of students learn each other's language and culture

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

LEP students receive one period of ESL in the beginning and then gradually increase English instruction. EP students receive one period of SSL and then gradually increase Spanish instruction.

**Method of separating languages for instruction:**

By teacher and by alternate days. Teachers interchange for intensive language instruction.

**Languages used for content area subjects and electives:**

**K**—Spanish and English are both used for instruction. EP students receive 30 minutes of intensive Spanish instruction daily.

**1-2**—Spanish and English are used for instruction for Science, Social Studies, Math, Gym, and Music

**Instructional grouping:**

Students are grouped for instruction by their primary language and are integrated for content area instruction.

**Percent of program teachers proficient in both languages:**  
100%

**Percent of program staff proficient in both languages:**  
10%

**Additional program staff:**

- 1 full time resource teacher
- 1 full time bilingual aide
- 1 full time English monolingual aide

**Computer use:**

Writing to Read and Vale by IBM

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**PROGRAM EVALUATION**

**Evaluator:**

Mary Mirabito Associates  
Suite 200  
145 Avenue of the Americas  
New York NY 10013  
212-627-3908

**Evaluation components and procedures:**

*Items under assessment*

*Procedures/Instruments*

Spanish proficiency

LAB

English proficiency

DRP

Academic achievement in Spanish

LAB

Academic achievement in English

DRP

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Classroom assistance and language classes
- Workshops for parents

**Community responses to the program:**

- Favorable

**School Board's view of the program:**

- Favorable

**Advice to start-up programs:**

- Begin small.
- Plan ahead and apply for a planning grant first

**Most important feature of the program:**

- Support of the administration and the parents

**Newburgh Enlarged City School District  
Newburgh, New York**

***Planning Grant for Two-Way Bilingual Education Program***

**Contact person:**

Carole Mineo  
Director of Foreign Language and Bilingual Education  
NFA 201 Fullerton Avenue  
Newburgh, NY 12550  
914-563-7565

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Funding sources:**  
New York State Two-Way Planning Grant

**Year program began:**  
1991-92 (planning year)

**Ethnic/racial breakdown of district:**  
20% Hispanic; 25% Black; 53% White; 2% Other

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

No information at this time.

**PROGRAM EVALUATION**

**Evaluator:**  
Dr. Gregory Holtz  
86 Grandview Avenue  
Rye, NY 10580  
914-422-4196

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

•Parents are involved in site visitations, program development, and site selection



**Port Chester Union Free District #4  
Port Chester, New York**

***Thomas A. Edison Two-Way Bilingual Program***

**School:**

Thomas A. Edison  
Rectory Street  
Port Chester, NY 10573  
914-939-7300 x233

**Contact persons:**

Dolly O'Neill-Mejia, Coordinator  
1026 The Colony  
Hartsdale, NY 10530  
914-949-9108

Dr. Charles Coletti, Port Chester Schools  
Bowman Avenue  
Port Chester, NY 10573  
914-939-7300 x243

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1984

**Ethnic/racial breakdown of school:**  
74% Hispanic; 14% Black; 12% White/Asian

**Criteria for selecting and accepting students:**

***Spanish speakers***

Home language survey, BINL L1 and L2 test, standardized reading test in L2

***English speakers***

Home language, L1 dominance

**Other non-native English speakers in the program:**  
Polish, Portuguese

**Recruitment procedures:**

Assessment tests determine students who have limited English proficiency. These students enter the classroom with a bilingual teacher. English dominant students enter classroom with monolingual teacher.

**Grade level(s) of the program:**  
K-1

**Grade level increases planned:**  
1992-93: K-2 (After that program will request refunding)

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	2	20 (average)
1	2	20 (average)

**Funding sources:**

New York State Department of Education, Division of Bilingual Education, Two-Way Categorical Funds

**Program materials available to others:**

- Different articles in publications
- Reports by assistant superintendents
- Verbal reports

**Program objectives:**

- Students will receive the full complement of L1 language arts, reading (readiness) skills including whole language and literature, selected content area instruction
- Students will receive second language instruction in either Spanish or English
- Students will participate in programs which promote cultural cohesion between both groups

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

**LEP students:**

K	50%
1	40%

**EP students:**

K-1	20-25%
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**Method of separating languages for instruction:**

By subject

**Languages used for content area subjects and electives:**

**K (LEP)—Spanish instruction:**

Social Studies, Math, Science, Music, Language Arts, Reading

**K (LEP)—English instruction:**

Social Studies, Math, Science, Music, Gym, Language Arts, ESL, Reading

**K (EP)—Spanish instruction:**

Social Studies, Music, SSL, Language Arts

**K (EP)—English instruction:**

Math, Social Studies, Science, Music, Reading, Language Arts, Gym

**1 (LEP)—Spanish instruction:**

Social Studies, Math, Science, Music, Language Arts, Reading

**1 (LEP)—English instruction:**

Social Studies, Math, Science, Music, Gym, Language Arts, ESL, Reading

**1 (EP)—Spanish instruction:**

Social Studies, Music, SSL, Language Arts

**1 (EP)—English instruction:**

Math, Social Studies, Science, Music, Reading, Language Arts, Gym

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

The program consists of two different classes—one of LEP students and one of EP students. Content area instruction is conducted in separate classes.

**Kindergarten:** Class instruction is done in small groups based on individual needs. Students meet together once a week for music, using songs in both languages.

**First grade:** Students are grouped for instruction according to content area, language abilities, and individual needs. Students are integrated twice a month for certain activities.

**Percent of program teachers proficient in both languages:**  
50%

**Percent of program staff proficient in both languages:**  
50%

**Additional program staff:**

- 1 part time resource teacher
- 1 full time English monolingual aide
- 1 part time program coordinator
- 1 part time bilingual psychologist
- 1 part time music teacher
- 1 full time gym teacher

**Computer use:**

Computer use in English at present; investigating computer activities in Spanish.

**Curriculum/materials development:**

Curriculum developed in music and literature with a thematic approach. Literature is taken from Big Books and *Suni Paz* songs in Spanish used for native language development and SSL lessons.

PROGRAM EVALUATION
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**Evaluator:**

Dr. Richard E. Baecher  
 Fordham University at Lincoln Center  
 R1025  
 New York, NY 10023  
 212-636-6426

**Evaluation components and procedures:**

*Items under assessment*  
 Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

*Procedures/Instruments*

BINL, SABE, Santillana Series (K)

BINL, MRT K, SAT 1 Reading and Math

BINL, SABE, Santillana Series (K)

BINL, MRT K, SAT 1 Reading and Math

COMMUNITY SUPPORT AND VIEWPOINT
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**Parent involvement:**

- Parent Councils, school visits, classroom assistance and language classes
- Parents invited into classrooms to observe demonstration lessons
- Parents participate in BOCES Education Center/Bilingual Education Technical Assistance Center workshops
- Parents attend after-school ESL course
- Parents help in planning BETAC sponsored County Conference
- Parent/child/faculty Bilingual Banquet and other social events

**Community responses to the program:**

- Since this is the eighth year that our school has had a two-way program, the program is widely known, acknowledged as successful, and, in general, is seen as beneficial to both types of students
- Parents request children to participate

**School Board's view of the program:**

- After a period of "waiting to see results," the program is now considered educationally sound, beneficial to school success, and is seen as meeting the needs of LEP students and enriching EP students with a second language

**Advice to start-up programs:**

- Give sufficient time to educate teachers, community, and the School Board about the concept

**Most important feature of the program:**

- The students are finding themselves successful in school and they have developed a sense of "comradery" with another group of students

**Rochester City School District  
Rochester, New York**

***Hola Two-Way Dual Language Program***

**School:**

PS #12, J.P.B. Duffy School  
999 South Avenue  
Rochester, NY 14620  
716-461-3280

**Contact persons:**

Diana V. Hernandez, Bilingual Supervisor (K-12)  
131 West Broad Street  
Rochester, NY 14614  
716-262-8699

Edgar Miranda  
131 West Broad Street  
Rochester, NY 14614  
716-262-8704

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1988

**Ethnic/racial breakdown of school:**  
19.36% Hispanic; 45.85% Black; 33.19% White;  
1.59% Other

**Criteria for selecting and accepting students:*****Spanish speakers:***

The Placement and Language Assessment Center assesses students in Spanish and determines their level of Spanish dominance.

***English speakers:***

Pre-kindergarten screening is done at the building level by a speech and language pathologist.

**Recruitment procedures:**

School newsletters, parent orientations, parent word-of-mouth, and the district magnet school bulletin—it is a city-wide magnet program. Special emphasis is placed on recruiting students during the school's registration effort—if any additional EP slots are available, they are advertised during the open enrollment period, which allows for a district-wide draw.

**Grade level(s) of the program:**  
K-5

**Grade level increases planned:**  
The program has expanded to capacity. The building houses kindergarten through grade 5.

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	1	30
1	2	30
2	2	30
3	3	30
4	2	30
5	1	30

**Funding sources:**

Local; New York State Department of Education, Division of Bilingual Education, Two-Way Categorical Funds

**Program materials available to others:**

•Newsletters, advertisements, literature

**Program objectives:**

- To promote Spanish/English functional bilingualism for all program participants
- To provide an academic enrichment program for all participants
- To foster the creation of a multicultural and multiethnic school community
- To promote equal access to quality academic programs for both language groups
- To promote academic excellence with a bilingual program which focuses not only on language and language use, but on academics and multicultural literacy

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**  
K-5                      50%

**Method of separating languages  
for instruction:**  
Languages are separated by subjects for instruction. Each subject is taught in both English and Spanish, not concurrently, but on two day cycles, giving students an immersion experience and a chance to develop conceptually in their native tongue.

**Languages used for content area subjects  
and electives:**

**1—Spanish instruction:**

Math, Science, Social Studies, SSL (45 minutes)

**1—English instruction:**

Math, Science, Social Studies, Art, P.E., Music,  
ESOL (45 minutes)

**2-5—Spanish instruction:**

Math, Science, Social Studies, Art, P.E., Music,  
Spanish Language Arts

**2-5—English instruction:**

Math, Science, Social Studies, Art, P.E., Music,  
English Language Arts

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**  
Students are grouped for instruction and integrated during content instruction.

**Percent of program teachers  
proficient in both languages:**  
100%

**Percent of program staff  
proficient in both languages:**  
100%

**Additional program staff:**  
•1 part time and 2 full time bilingual aides  
•2 full time ESOL instructors

**Computer use:**  
IBM (VALE) in Spanish; Apple LAB MECC in English

**Curriculum/materials development:**  
Participating two-way program classroom teachers and ESOL teachers have developed three thematic units in the area of Science: 1) Plants; 2) Matter and Energy; and 3) Living Things.

<b>PROGRAM EVALUATION</b>
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**Evaluator:**

Marion Arlauckas  
 Student Testing and Data  
 131 West Broad Street  
 Rochester, NY 14614  
 716-262-8480

**Evaluation components and procedures:***Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Kindergarten and first grade

Content English and Content Spanish

*Procedures/Instruments*

BINL, LAS, SABE

LAS, DRP

SABE, LAS

DRP, LAS

Portfolios

Local exam

<b>COMMUNITY SUPPORT AND VIEWPOINT</b>
--

**Parent involvement:**

- Parent Councils, school visits, and classroom assistance
- Parents are involved in the instructional program to reinforce children's native language development and to communicate high expectations about academic achievement
- Parents are provided with comprehensive workshops in the areas of reading and math
- The project "Family Math" involves providing math classes to parents and children together

**Community responses to the program:**

- Community responses to the program have been extremely positive
- Most significant has been the long waiting list for our program through open enrollment and the increasing high regard toward bilinguals, as well as bilingualism

**School Board's view of the program:**

- The School Board views the program as exemplary and believes the advantage of integrating EP and LEP students gives them the opportunity to acquire a second language from native speakers of their own age

**Advice to start-up programs:**

- Students recruited should be performing at a high level of language proficiency in their native language, as this will facilitate second language acquisition
- English as a Second Language should be an integral part of the program

**Most important features of the program:**

- Home-school collaboration
- Teacher innovations of teaming and developing curriculum congruency that will develop students' critical thinking skills and linguistic development
- Teachers are competent bilinguals



**Syracuse City School District  
Syracuse, New York**

***Two-Way Bilingual Program***

**Schools:**

Seymour Elementary School  
108 Shonnard Street  
Syracuse, NY 13204  
315-435-4645

Delaware Academy  
900 South Geddes Street  
Syracuse, NY 13204  
315-435-4540

**Contact person:**

Joseph Celentano, Project Director  
Syracuse City School District  
725 Harrison Street  
Syracuse, NY 13210  
315-435-4927

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K

**Year program began:**  
1991

**Grade level increases planned:**  
1992-93: K-1  
1993-94: K-2

**Ethnic/racial breakdown of school:**  
19.7% Hispanic; 30.8% Black; 43.8% White;  
<1% Asian/Pacific Islander; 3.1% American  
Indian; 2.5% Other

**Program size:**

Grade level	# of Classes	Class size
<i>Seymour:</i>		
K	2	25
<i>Delaware:</i>		
K	2	25

**Criteria for selecting and accepting students:**

No specific criteria other than parent and student choice

**Funding sources:**

New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Categorical Funds

**Recruitment procedures:**

All students entering kindergarten are invited to participate.

**Program materials available to others:**

- Brochures
- Interviews with project director, principals, and staff

**Program objectives:**

- To promote bilingualism for LEP and EP students
- To provide educational equity and excellence to program students
- To teach the state/local required curricula in English and a language other than English to students
- To ensure that the program students are tested in a fair and unbiased manner
- To increase and enhance understanding in multicultural and multilingual schools and communities
- To increase the participation of parents in school activities

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

K	30%
1	40%
2	50%

**Method of separating languages for instructor**

By teacher and subject

**Languages used for content area subjects and electives:**

**Spanish:**

LEP—Math, Science, Social Studies

EP—SSL, Math, Science, Social Studies

**English:**

LEP—ESL, Math, Science, Social Studies

EP—Math, Science, Social Studies

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**Instructional grouping:**

Students are grouped according to native language and developmental levels in the first year of the project.

**Percent of program teachers proficient in both languages:**

50%

**Percent of program staff proficient in both languages:**

80%

**Additional program staff:**

- 2 monolingual teachers
- 2 bilingual teachers
- 2 full time bilingual teaching assistants
- 2 part time parent aides
- 1 full time building project facilitator
- 1 ESL teacher

**PROGRAM EVALUATION**

**Evaluator:**

Paul Casavant, Director of Research and Evaluation

Syracuse City School District

725 Harrison Street

Syracuse, NY 13210

315-435-4281



**Evaluation components and procedures:***Items under assessment**Procedures/Instruments*

ESL Oral language skills (LEP)

LAB

Spanish Oral language skills (LEP)

LAB

Spanish Oral language skills (EP)

LAB

ESL Reading skills (LEP)

DRP

Spanish Reading skills (LEP)

DRP

Spanish math (LEP)

SABE

Spanish Reading skills (EP)

LAB

Spanish math skills (EP)

SABE

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Parent workshops
- Parent volunteers

**Community responses to the program:**

- The community has expressed very positive support

**School Board's view of the program:**

- Very positive and supportive

**Advice to start-up programs:**

- Do a planning grant, if available

**Most important feature of the program:**

- Excellent staff and community support
- Strong central office and Board support

**Salem-Keizer Public School District 24J  
Salem, Oregon**

***Project LEAD: Language Environment for Academic Development***

**Schools:**

Richmond Elementary School  
466 Richmond Ave., SE  
Salem, OR 97301  
503-399-3180

Highland Elementary School  
530 Highland Ave., NE  
Salem, OR 97303  
503-399-3155

Bush Elementary School  
755 University, SE  
Salem, OR 97301  
503-399-3134

**Contact persons:**

Sally Edmiston, Bilingual Program Coordinator  
2575 Commercial Street, SE  
Salem, OR 97302  
503-399-3258

Ilona Crimshaw, Resource Teacher  
2575 Commercial Street, SE  
Salem, OR 97302  
503-399-3363

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-2

**Year program began:**  
1990-91

**Grade level increases planned:**  
1992-93: K-3

**Ethnic/racial breakdown of school:**

*Richmond:* 30% Hispanic; 2% Black; 66% White;  
2% American Indian  
*Highland:* 43% Hispanic; 1% Black; 54% White;  
2% American Indian  
*Bush:* 5% Hispanic; 1% Black; 92% White;  
1% Asian; 1% American Indian

**Program size:**

Grade level	# of classes	Class size
<i>Richmond:</i>		
K-2	3	25 (average)
<i>Highland:</i>		
K-2	5	26 (average)
<i>Bush:</i>		
K-2	4	26 (average)

**Criteria for selecting and accepting students:*****Spanish speakers:***

Any LEP Spanish-speaking child who attends our project schools may enroll in DBE classrooms.

***English speakers:***

Any English-speaking child who is interested in becoming bilingual and biliterate and whose parent(s) wants the child in the program may enroll.

**Funding sources:**

Title VII DBE Grant

**Program materials available to others:**

•Brochure

**Recruitment procedures:**

- Informational meetings for Local School Advisory Committees and parents
- District recruitment process for LEP students

**Program Objectives:**

- To facilitate dual language and literacy development in Spanish and English for children in grades K-6 at three district schools
- To teach subject matter and concepts in the first and second languages
- To provide accredited training relevant to dual-language instruction for project staff
- To work with parents to develop and maintain oral and written first language and to support parents as partners in their childrens' development

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**  
K 50%

**Method of separating languages  
for instruction:**  
Alternate day approach

**Languages used for content area subjects  
and electives:**  
**K-2—Spanish instruction:**  
Language Arts/Reading, Math, Science, Social  
Studies, Art, Music  
**K-2—English instruction:**  
Language Arts/Reading, Math, Science, Social  
Studies, Art, Music

**Language of initial reading instruction:**  
**Spanish speakers:**  
Spanish and English  
**English speakers:**  
Spanish and English

**Instructional grouping:**  
Students are integrated for content instruction  
and are grouped heterogeneously.

**Percent of program teachers  
proficient in both languages:**  
72%

**Percent of program staff  
proficient in both languages:**  
83%

**Additional program staff:**  
•1 full time resource teacher  
•16 full time bilingual aides  
•1 part time home-school liaison

**Computer use:**  
Some computer awareness activities are  
introduced through library media time.  
Most computer activities are in English.  
Richmond School has some Spanish software.

**Curriculum/materials development:**  
The bilingual program staff members have  
developed thematic, integrated units based on the  
theme "clusters" used in the district's adopted  
basal reader.

**PROGRAM EVALUATION**

**Evaluator:**  
Gary Hargett  
9795 SW Taylor  
Portland, OR 97225  
503-292-4763

**Evaluation components and procedures:***Items under assessment**Procedures/Instruments*

Spanish proficiency

Pre-LAS, LAS

English proficiency

Pre-LAS, LAS

Academic achievement in Spanish

SABE

Academic achievement in English

ITBS

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Parent Councils
- Parent training activities are offered in subjects such as Family Math and Sciences, Helping Your Child at Home, and Using the Public Library both on site and for all parents whose children attend bilingual program schools

**Community responses to the program:**

- Language minority parents as represented on our Bilingual Programs Parent Advisory Committee are very supportive because students will be more likely to retain their home language and culture while becoming English proficient
- Language majority parents attending information meetings appreciate the fact that their children can acquire a second language while still in elementary school

**School Board's view of the program:**

- The School Board has adopted policies that are supportive of bilingual education and funds all the classroom teachers and instructional assistants involved in the program

**Advice to start-up programs:**

- Support from language majority and language minority parents is of primary importance
- Good communication with staff and administrators at program schools
- Quality training and preparation available to all staff members

**Most important feature of the program:**

- The communication with and training offered to the program teaching staff

**School District of Philadelphia  
Philadelphia, Pennsylvania**

***Potter Thomas Bilingual Maintenance Program***

**School:**

Potter Thomas Bilingual Elementary School  
6th Street and Indiana Avenue  
Philadelphia, PA 19133  
215-227-4423

**Contact persons:**

Mrs. Francisca Hernandez  
Bilingual School-wide Supervisor  
Language Minority Office  
21st and Parkway  
Philadelphia, PA 19121  
215-299-7791

Myriam Wilches  
Potter Thomas Bilingual Elementary School  
6th Street and Indiana Avenue  
Philadelphia, PA 19133  
215-227-4423

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1968

**Ethnic/racial breakdown of school:**  
86% Hispanic; 13.2% Black; <1% White

**Criteria for selecting and accepting students:*****Spanish speakers:***

Preference is given to Spanish-speaking students who live in the neighborhood and to Spanish-speaking students from all districts of Philadelphia with special permission (EH-36) from the School District of Philadelphia.

***English speakers:***

All pupils who normally attend Potter Thomas are required to take Spanish.

**Recruitment procedures:**

Because of the uniqueness of our program (bilingual maintenance in both languages), we do not need to recruit students. Our school is overcrowded as it is and has a long waiting list for students of all grades from different districts.

**Grade level(s) of the program:**  
Pre-K-5

**Program size:**

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
Pre-K	2	22
K	6	20
1	6	30
2	6	30
3	5	30
4	5	33
5	4	33
Special Education non-graded	3	15

**Funding sources:**

Chapter 1-Federal Funds; Title VII; Regular School Operating Budget

**Program materials available to others:**

- Video: *Training of Bilingual Teachers-Special Techniques for the Teaching of a Second Language for ESOL Teachers as Well as SSL Teachers*
- Guidelines for LEP programs in maintenance bilingual programs

**Program objectives:**

- To teach children to understand and speak English and Spanish, then to read and write it
- To help children develop and maintain pride in their ethnic origins through the history of Puerto Rico and recognition of Puerto Rican customs and culture, and the history and culture of Afro-American students

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

Pre-K-5: This is determined by policy by language proficiency level not by grade level, with the exception of Pre-K and K.

**Method of separating languages for instruction:**

By teacher, by subject, and by component (Spanish/English dominance)

**Languages used for content area subjects and electives:**

English Language Arts—All Anglo and English dominant Latino students

Spanish Language Arts—All Spanish dominant and Latino students who are no longer considered LEP  
Spanish as a Second Language—All Anglo and English dominant Latino students

All other content is taught in the dominant language of the students.

All LEP students receive ESOL as part of the bilingual program. Extra ESOL support is provided by ESOL teachers on a pull out basis.

**Language of initial reading instruction:**

*Spanish speakers:*

Spanish

*English speakers:*

English

**Instructional grouping:**

Students are grouped according to their language ability. Students are integrated for content instruction occasionally by teams of teachers.

**Percent of program teachers proficient in both languages:**  
90%

**Percent of program staff proficient in both languages:**  
80%

**Additional program staff:**

- 8 full time resource teachers
- 12 full time bilingual classroom assistants
- 1 full time English monolingual classroom assistant
- 7 part time bilingual reading assistants
- 1 full time bilingual community coordinator
- 2 full time bilingual counselors
- 1 full time English monolingual community coordinator

**Computer use:**

Program uses computers for improvement of language and math skills in Spanish and English

**Curriculum/materials development:**

Initially, the curriculum was developed for the program by a Curriculum Committee. The curriculum materials were developed for Spanish as a second language, social studies, culture, etc. Teachers contributed activities they developed for their classes. The school also uses commercially developed materials.

<b>PROGRAM EVALUATION</b>
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**Evaluator:**

School Wide Project, Federal Programs  
 School District of Philadelphia  
 21st and Parkway  
 Philadelphia, PA 19121  
 215-227-4400

**Evaluation components and procedures:***Items under assessment*

Spanish proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

*Procedures/Instruments*

LAB

SABE

CWT

Checklists

Checklists

<b>COMMUNITY SUPPORT AND VIEWPOINT</b>
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**Parent involvement:**

- Parent Councils, school visits, and classroom assistance
- Parents serve as volunteers in the classrooms
- Parents participate in workshops related to curriculum and cultural areas

**Community responses to the program:**

- Excellent

**School Board's view of the program:**

- The Board of Education has been very supportive of the school and its philosophy of bilingual education. The School District has continued to fund most of the projects originally funded by Title VII. At the present time, the only sources of funding are local school district's operating budget and Chapter I, School Wide Projects

**Advice to start-up programs:**

- Must stress the importance of learning in two languages and secure parental understanding and meaningful involvement

**Most important feature of the program:**

- The program includes both Anglo and Latino students and is not a remedial program



## Houston Independent School District Houston, Texas

### *Dual Language-Project Adapt*

**School:**

Cecile Foerster Elementary School  
14200 Fonmeadow  
Houston, TX 77035  
713-723-9623

**Contact person:**

Yolande R. Eugene, Principal  
Cecile Foerster Elementary School  
14200 Fonmeadow  
Houston, TX 77035  
713-723-9623

### BACKGROUND INFORMATION

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1991

**Ethnic/racial breakdown of school:**  
19% Hispanic; 73% Black; 5% White; 3% Asian;  
1% American Indian

**Criteria for selecting and accepting students:**

***Spanish speakers:***

These students are identified as limited English proficient through language surveys and language assessment instruments.

***English speakers:***

These students are admitted upon request of the parents, based on program capacity.

**Other non-native English speakers in the program:**

Vietnamese, Arabic, Filipino

**Grade level(s) of the program:**  
Pre-K-K

**Grade level increases planned:**  
1992: Pre-K-1                      1995: Pre-K-4  
1993: Pre-K-2                      1996: Pre-K-5  
1994: Pre-K-3

**Program size:**

Grade level	# of classes	Class size
Pre-K	2	25
K	2	25

**Funding sources:**

Houston Independent School District Multilingual Department

**Recruitment procedures:**

Spanish speakers are identified through home language surveys and English speakers are recruited through parent newsletters and parent/teacher meetings.



**Program objectives:**

- To provide instruction in both English and Spanish to integrated groups of native English speakers and Spanish speakers

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**

Pre-K 33%  
K 35%

**Instructional grouping:**

Students are grouped by language dominance and participate together during centers. Both language groups work cooperatively at all times.

**Method of separating languages for instruction:**

By subject

**Percent of program teachers proficient in both languages:**

75%

**Languages used for content area subjects and electives:**

**K—Spanish instruction:**

Language Arts, Math, Social Studies, Science

**K—English instruction:**

Language Arts, Math, Social Studies, Science

**Percent of program staff proficient in both languages:**

3.9%

**Additional program staff:**

- 1 bilingual aide

**Language of initial reading instruction:**

**Spanish speakers:**

Spanish

**English speakers:**

English

**PROGRAM EVALUATION**

**Evaluators:**

Sylvia Martinez, Consultant and Monica Sandoval, HISD Superintendent for Multilingual Programs  
3830 Richmond Avenue  
Houston, TX 77027  
713-892-6502

**Evaluation components and procedures:**

*Items under assessment*

Spanish proficiency

*Procedures/Instruments*

Pre-LAS, LAS

English proficiency

Pre-LAS, LAS

Academic achievement in Spanish

Checklists, Committee Review, SABE, Teacher observation

Academic achievement in English

Checklists, MAT-6, Teacher observation and evaluation

Self-esteem/competence

Character Education Curriculum

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Parent Councils, school visits, classroom assistance, and language classes
- One parent serves on a parent-teacher-principal committee
- Parents are involved in the classrooms by assisting the teachers
- Evening ESL classes are offered for adults on our campus

**Community responses to the program:**

- Very positive
- Because of an overwhelming response from parents who want their children to learn Spanish, we have had to put students who wish to enter the dual language program on a waiting list

**School Board's view of the program:**

- The School Board has given its approval as necessary to provide funding for teacher training and materials

**Advice to start-up programs:**

- It can be done! It requires someone with a vision who can mobilize central administration, teachers, parents, and students
- It is definitely a collaborative effort on the part of all of these groups

**Alexandria City Public Schools  
Alexandria, Virginia**

***Two-Way Spanish/English Immersion Program***

**School:**

John Adams Elementary School  
5651 Rayburn Avenue  
Alexandria, VA 22311  
703-824-6970

**Contact person:**

Sally Evans, Teacher Specialist for Foreign Languages  
Howard Administrative Building, Curriculum Office  
3801 W. Braddock Road  
Alexandria, VA 22302  
703-824-6680

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Year program began:**  
1991-92

**Ethnic/racial breakdown of school:**  
17.5% Hispanic; 37.7% Black; 34.8% White;  
9.5% Asian/Pacific Islander; <1% American  
Indian/Alaskan Native

**Criteria for selecting and accepting students:**  
The aim is to have Spanish dominant speakers account for fifty percent of the students in the program; questionnaire to determine school and residence history; no evidence of severe learning problems; family stability in neighborhood

**Other non-native English speakers in the program:**  
French, Farsi

**Grade level(s) of the program:**  
1

**Grade level increases planned:**  
1992-93: 1-2                      1995-96: 1-5  
1993-94: 1-3                      1996-97: 1-6  
1994-95: 1-4

**Program size:**

Grade level	# of Classes	Class size
1	1	22

**Funding sources:**  
Funded by the School Board

**Recruitment procedures:**

- PTA presentations
- Program description and application mailed to all first grade parents
- Screening by kindergarten teachers, immersion teachers, guidance counselor, and Foreign Language Coordinator
- Follow-up interviews, when necessary

**Program objectives:**

- To develop a high level of proficiency in listening, reading, speaking, and writing Spanish through concepts and skills related to the content areas of the integrated curriculum based on experiential learning and using a discovery approach which encourages collaborative learning
- To acquire an understanding and appreciation for other cultures
- To enhance students' minds and broaden their horizons

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish is used for instruction:**  
1 50%

**Method of separating languages for instruction:**  
By subject

**Languages used for content area subjects and electives:**

**1—Spanish instruction:**

Social Studies, Science, Human Growth and Development, Career Education

**1—English instruction:**

Math, Language Arts, P.E., Art, Music

**Language of initial reading instruction:**

**Spanish speakers:**

English

**English speakers:**

English

**Instructional grouping:**

Students are grouped only for reading and math, but it is very informal and flexible. Students are integrated during content instruction.

**Percent of program teachers proficient in both languages:**  
100%

**Additional program staff:**

- 4 resource teachers
- 1 monolingual aide

**Computer use:**

The program plans to use computer programs in both languages whenever appropriate and feasible.

**Curriculum/materials development:**

The resource teacher developed target language curricula for social studies, science, family life, career education, and Spanish language instruction.

**PROGRAM EVALUATION**

The program will be undergoing evaluation.

**COMMUNITY SUPPORT AND VIEWPOINT**

**Parent involvement:**

- Parent Councils and school visits

**Community responses to the program:**

- The community has high interest in the program, but a low level of commitment

**School Board's view of the program:**

- The School Board is supportive

**Arlington Public Schools  
Arlington, Virginia**

***Key Elementary School Partial Immersion***

**School:**

Key Elementary School  
2300 Key Blvd.  
Arlington, VA 22201  
703-358-4210

**Contact persons:**

Katharine Panfil, Principal  
Key Elementary School  
2300 Key Blvd.  
Arlington, VA 22201  
703-358-4210

Marcela von Vacano, Immersion Specialist  
Key Elementary School  
2300 Key Blvd.  
Arlington, VA 22201  
703-358-4210

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K-5

**Year program began:**  
1986

**Grade level increases planned:**  
The program has its continuation, a modified program,  
at Williamsburg Middle School, 3600 North Harrison  
Street, Arlington, VA 22207, 703-358-5450  
1991-92: 6  
1992-93: 7  
1993-94: 8

**Ethnic/racial breakdown of school:**  
55% Hispanic; 9% Black; 30% White; 5% Other

**Criteria for selecting and accepting students:**

***Spanish speakers:***

50% of class

***English speakers:***

50% of class

**Other non-native English speakers in the program:**  
Chinese, Arabic, Portuguese, Italian

**Program size:**

Grade level	# of classes	Class size
K a.m.	1	23
K p.m.	1	23
1	2	24
2	1.5	30
3	1	25
4	1	23
5	1	23

**Recruitment procedures:**

- Open houses, brochures, newspapers
- Arlington County's Program of Studies lists the program as an instructional option

**Funding sources:**

Local funds (public school), Title VII DBE Grant

**Program materials available to others:**

- Key's program has been included in several television videos
- Brochures
- Curriculum guide

**Program objectives:**

- Achievement of grade level instructional objectives
- Develop a high level of proficiency in understanding, speaking, reading, and writing a foreign language through concepts and skills related to the content areas of the integrated curriculum, based on experiential learning and using a discovery approach which encourages collaborative learning
- Bilingual proficiency in Spanish and English for both Spanish and English native speakers
- Acquire an understanding and appreciation for other cultures
- Enhance students' minds to broaden their horizons

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**  
K-5                      50%

**Method of separating languages  
for instruction:**  
In some classes, the a.m. teacher speaks Spanish and the p.m. teacher speaks English. In other classes, there is one teacher who switches languages after lunch for selected subjects.

**Languages used for content area subjects  
and electives:**

**1-2—Spanish instruction:**  
Language Arts, Social Studies, Science, Health

**1-2—English instruction:**  
Language Arts, Math, P.E., Art, Music

**3—Spanish instruction:**  
Language Arts, Social Studies, Science, Health

**3—English instruction:**  
Language Arts, Math, P.E., Art, Music

**4—Spanish instruction:**  
Language Arts, Math, Science, Health

**4—English instruction:**  
Language Arts, P.E., Art, Music, Social Studies

**5—Spanish instruction:**  
Language Arts, Math, Science, Health

**5—English instruction:**  
Language Arts, Social Studies, P.E., Art, Music

**Language of initial reading instruction:**

**Spanish speakers:**  
Spanish and English

**English speakers:**  
Spanish and English

**Instructional grouping:**

It varies from class to class: some reading groups are heterogeneous; some are achievement groups; students are integrated during content instruction.

**Percent of program teachers  
proficient in both languages:**  
89%

**Additional program staff:**  
• 1 full time bilingual aide  
• 1 full time program coordinator

**Computer use:**  
Computers are used in both languages.

**Curriculum/materials development:**  
Teachers have developed integrated thematic units for most grade levels.

PROGRAM EVALUATION
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**Evaluator:**

Nancy Rhodes  
Center for Applied Linguistics  
1118 22nd Street, NW  
Washington, DC 20037  
202-429-9292

**Evaluation components and procedures:***Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Parental attitudes

Staff

*Procedures/Instruments*

Boehm, LAS, SOPR, COPE

Boehm, COGAT, ITBS

Boehm, LAS, COPE, Writing Portfolios

COGAT, ITBS

Questionnaire

Questionnaire

COMMUNITY SUPPORT AND VIEWPOINT
---------------------------------

**Parent involvement:**

- Parent Advisory Committee, school visits, and classroom assistance

**Community responses to the program:**

- They love it. The program has a waiting list

**School Board's view of the program:**

- They have endorsed starting another program in the county.

**Advice to start-up programs:**

- Keep relations strong with the mainstream staff in the building

**Most important features of the program:**

- Long term teacher commitment
- Long term parent commitment
- Full time program coordinator



**Fairfax County Public Schools  
Falls Church, Virginia**

***Bailey's Elementary Two-Way Partial Immersion***

**Schools:**

Bailey's Elementary  
6111 Knollwood Drive  
Falls Church, VA 22041  
703-820-1863

**Contact persons:**

Marty Abbott, Coordinator for Foreign Languages  
The Lacey Instructional Center  
3705 Crest Drive  
Annandale, VA 22003  
703-698-7500

Sari Kaye, Teacher in Foreign Languages  
The Lacey Instructional Center  
3705 Crest Drive  
Annandale, VA 22003  
703-698-7500

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
1-3

**Year program began:**  
1989

**Grade level increases planned:**  
1992-93: 4    1996-97: 7  
1993-94: 5    1997-98: 8  
1995-96: 6

**Ethnic/racial breakdown of school:**  
44% Hispanic; 9% Black; 12% White;  
34% Asian; 1% Other

**Program size:**

Grade level	# of Classes	Class size
1	2	19 (average)
2	2	16 (average)
3	2	16 (average)

**Criteria for selecting and accepting students:*****Spanish speakers:***

First priority at registration—up to 50%

***English speakers:***

Child's interest, parent support, long term commitment, sibling already in program, residence within school area

**Funding sources:**

Originally, a teaching grant from George Mason University; currently curriculum development funds from school system

**Other non-native English speakers in the program:**  
Farsi, Urdu, Vietnamese

**Program materials available to others:**

- Ten minute video
- Program overview and information
- Evaluation report

**Recruitment procedures:**

- An information letter is sent in January to all parents of kindergarten students in all public and private schools in the area
- A notice is put on Cable TV
- Informational meetings are also held



**Program objectives:**

- To develop students' communicative and academic proficiency in the target language and in English
- To enhance students' multicultural awareness and help them develop a more global perspective

**INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**

**Percent of time Spanish  
is used for instruction:**  
1-3 33%

**Method of separating languages  
for instruction:**  
By teacher

**Languages used for content area subjects  
and electives:**  
**1-3—Spanish instruction:**  
Math, Science, Health,  
**1-3—English instruction:**  
Language Arts, Social Studies, P.E., Music, Art

**Language of initial reading instruction:**  
**Spanish speakers:**  
English  
**English speakers:**  
English

**Instructional grouping:**  
Students are not grouped by ability. ESL students in second and third grade are grouped for instruction with an ESL teacher during the English part of the day. Students are separated only for ESL. For English, immersion students are filtered into non-immersion classes.

**Percent of program teachers  
proficient in both languages:**  
100%

**Percent of program staff  
proficient in both languages:**  
24%

**Additional program staff:**  
•1 part time bilingual aide

**Computer use:**  
Computer use in English and Spanish

**Curriculum/materials development:**  
Fairfax County Program of Studies is followed in all schools. Teachers are hired in the summer to translate and adapt existing materials.

**PROGRAM EVALUATION**

**Evaluator:**  
Dr. Wayne Thomas and Dr. Virginia Collier, in conjunction with FCPS personnel  
George Mason University  
4400 University Drive  
Fairfax, VA 22030-4444  
703-993-3688

**Evaluation components and procedures:*****Items under assessment***

Spanish proficiency

***Procedures/Instruments***

SOPR

English proficiency

MAT

Academic achievement in Spanish

Math Program of Studies Test

Academic achievement in English

MAT

Attitudes

Survey to teachers, parents, principals

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Parent councils, liaison to the PTA, school visits, classroom assistance, and language classes

**Community responses to the program:**

- Very positive and favorable

**School Board's view of the program:**

- The School Board unanimously approved the immersion program November 21, 1991

**Advice to start-up programs:**

- Choose a large school
- Make sure the staff understands and is in favor of program
- Market the program.

**Most important features of the program:**

- Cooperative staff
- Diverse population
- High percentage of Spanish speakers in the school and program
- Students are spread throughout the grade levels

**Milwaukee Public Schools  
Milwaukee, Wisconsin**

***The Fratney Multi-Cultural Two-Way Bilingual School***

**School:**

La Escuela Fratney  
3255 North Fratney Street  
Milwaukee, WI 53212  
414-264-4840

**Contact person:**

Bob Peterson, Program Implementor  
1247 Burleigh Street  
Milwaukee, WI 53212  
414-265-6217

**BACKGROUND INFORMATION**

**Languages used in the program:**  
Spanish/English

**Grade level(s) of the program:**  
K (4 year old) – 5

**Year program began:**  
1989

**Program size**

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K4 a.m.	1	25
K4 p.m.	1	25
K5	2	25
1	2	27
2	2	30
3	2	30
4	1	30
4/5	1	30
5	1	30

**Ethnic/racial breakdown of school:**  
61% Hispanic; 23% Black; 13% White; 3% Other

**Criteria for selecting and accepting students:**

Students select the school or parents sign up students for the program. Students from the neighborhood are given preference. In kindergarten, 50% accepted are Spanish-speaking students, 30% are African-American, and 20% are non-African-American and non-Spanish-speaking students. At second grade and above, students are only accepted if they have some Spanish language background. The aim is to maintain 50% Spanish-speaking students in all grades.

**Funding sources:**

Milwaukee Public Schools

**Program materials available to others:**

- Program makes an annual book in Spanish and English
- Newsletters, student-made books, brochure
- Parent Handbook

**Recruitment procedures:**

- Publicity through Milwaukee Public School announcements
- Posters in community organizations

## Program objectives:

- The program will provide quality academic instruction in two languages
- Students will become bilingual and biliterate in English and Spanish
- Students will develop high self-esteem and a positive attitude toward their own language and culture
- Students will learn to respect and have a positive attitude towards other languages and cultures, including an anti-racist perspective
- Students and staff will develop cultural awareness and sensitivity

### INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish is used for instruction:**  
K-5 50%

**Method of separating languages for instruction:**  
Alternate day approach. Two teams teach and trade students every other day—separate teachers, separate environments.

**Languages used for content area subjects and electives:**  
At each grade level, all content areas are taught in Spanish 50% of the time and in English 50% of the time.

**Language of initial reading instruction:**  
*Spanish speakers:*  
Spanish  
*English speakers:*  
English

**Instructional grouping:**  
Students are grouped in various ways. Students are integrated during content instruction, except for reading instruction in some classes.

**Percent of program teachers proficient in both languages:**  
90%

**Percent of program staff proficient in both languages:**  
90%

**Additional program staff:**  
•12 bilingual aides (30 hours)  
•4 English monolingual aides (30 hours)  
•1 full time implementor  
•1 full time librarian

**Computer use:**  
Children do word processing in English and Spanish. Computers are used to make student-made books.

**Curriculum/materials development:**  
Teachers have developed a thematic curricular approach.

### PROGRAM EVALUATION

**Evaluator:**  
Milwaukee Public Schools  
P.O. Drawer 10K  
Milwaukee, WI 53201-8219

**Evaluation components and procedures:*****Items under assessment***

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Ability to take norm referenced standardized tests

***Procedures/Instruments***Teacher checklists, Whole language checklists,  
Reading inventories (English and Spanish)Teacher checklists, Whole language checklists,  
Reading inventories (English and Spanish)Teacher checklists, Whole language checklists,  
Reading inventories (English and Spanish)ITBS, 3rd Grade Wisconsin Reading Test,  
4th grade holistic writing assessment

ITBS

**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Parent committees, school visits, parent classroom coordinators, and classroom assistance
- Site-based Management Council, Parent Curricular Committee, Parent Organization, Parent Writing Project

**Community responses to the program:**

- We set up our school through a community struggle which was originally opposed by the central administration. Since then the administration has changed and now supports the program. We received the 1990 Community Achievement Award from the Milwaukee Associates on Urban Development, in recognition of our school's positive involvement in the community

**School Board's view of the program:**

- Positive

**Most important features of the program:**

- Common vision by staff
- Large parental involvement
- Democratically run school
- Commitment to anti-racist, multicultural curricula

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# List of Abbreviations Used

AGS	Social Skills Rating Scale (American Guidance Service)
BINL	Basic Inventory of Natural Language
BSM	Bilingual Syntax Measure
COPE	Center for Applied Linguistics (CAL) Oral Proficiency Exam
CAS 2	California Assessment Program
CAT	California Achievement Test
COGAT	Cognitive Abilities Test
CRT	Criterion-Reference Test
CTBS	Comprehensive Test of Basic Skills
CWT	City Wide Test
DBE	Developmental Bilingual Education
DRP	Degrees of Reading Power
EO	English Only
EP	English Proficient
ESI	Early Screening Inventory
ESL/GED	English as a Second Language/ General Education Diploma
ESOL	English for Speakers of Other Languages
ESPET	Elementary Science Program Evaluation Test
FEP	Fully English Proficient
FLA	Functional Language Assessment
IDEA	IDEA Oral Language Programs
IGAP	Illinois Goal Assessment Program
IPT	IDEA Oral Language Proficiency Tests
ITBS	Iowa Test of Basic Skills
L <sub>1</sub>	Primary or native language

<b>L2</b>	<b>Second language</b>
<b>LAB</b>	<b>Language Assessment Battery</b>
<b>LRT</b>	<b>La Prueba Riverside Test</b>
<b>LAS</b>	<b>Language Assessment Scales</b>
<b>LEP</b>	<b>Limited-English Proficient</b>
<b>MAT</b>	<b>Metropolitan Achievement Test</b>
<b>MRT</b>	<b>Metropolitan Reading Test</b>
<b>NCE</b>	<b>Normal curve equivalent</b>
<b>NEP</b>	<b>Non-English proficient</b>
<b>PE</b>	<b>Physical Education</b>
<b>PEP</b>	<b>Pupil Evaluation Program (reading, writing, math)</b>
<b>PET</b>	<b>Program Evaluation Test (social studies)</b>
<b>Pre-LAS</b>	<b>Pre-Language Assessment Scales</b>
<b>SABE</b>	<b>Spanish Assessment of Basic Education</b>
<b>Stanford</b>	<b>Stanford Achievement Test</b>
<b>SOLOM</b>	<b>Student Oral Language Observation Matrix</b>
<b>SOPR</b>	<b>Student Oral Proficiency Rating Scale</b>
<b>SSALD</b>	<b>Step by Step Assessment to Language Dominance (Cambridge School Department)</b>
<b>SSL</b>	<b>Spanish as a Second Language</b>
<b>TOBE</b>	<b>Test of Basic English</b>